college physical education association

62nd

Proceedings
Annual Meeting
Dec. 28-30, 1958
New York City

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President's Address

1959

THE CHANGING ROLE OF THE COLLEGE PHYSICAL EDUCATION ASSOCIATION

JOHN H. SHAW
Syracuse University

THE RECENT RAPID GROWTH in membership of our association justifies a brief historical review of its development in order to better understand its past function and to determine something of its future role.

The College Physical Education Association is the oldest college organization in this field. Its first regular meeting was held in New York City, December 31, 1897. There were twenty-three charter members of the then called Society of College Gymnasium Directors. This meeting closely followed a preliminary meeting held November 6, 1897 at which nine men were present. They were:

Dr. W. G. Anderson of Yale
Mr. D. A. Sargent of Harvard
Dr. J. W. Seaver of Yale
Dr. C. P. Linhart of Ohio State University
Dr. W. L. Savage of Columbia
Professor George Goldie of Princeton
Mr. F. W. Marvel of Wesleyan University
Mr. F. H. Conn of New York University and
Mr. Shay of Yale

The geographical area of the seven institutions represented at this meeting is fairly well restricted to the northeastern part of the country and the strength of the association as well as its total membership came largely from this territory for a good many years.

At first, the society was a rather close corporation and there seemed to be a definite effort to restrict the membership both from the standpoint of numbers and position. Even today, I occasionally meet someone who states he applied for membership many years ago and was turned down.

In the early years, the membership consisted mostly of doctors of medicine who were interested in: physical growth and development,

techniques of physical examination, strength tests and so-called systems of gymnastics. They were not especially concerned with athletics.

Gradually the group grew in numbers and broadened its functions. On December 31, 1908, at its Twelfth Annual Meeting, the name was changed to "The Society of Directors of Physical Education in Colleges." By 1911 the group had 32 members and twenty years later in 1931 the number had grown to 191. New York State with thirty members had the largest single membership of any state, a position of leadership in total number of members which I believe has held continuously until this past year when California jumped from thirty-four members in 1957 to one hundred and nine members in 1958 when we held our meeting in Santa Monica. It is hoped that a good share of this group will continue to renew their memberships for at least three years which seems to be the point at which one commits oneself to life membership in our association.

It is interesting to note that three eastern states — New York, Pennsylvania and Massachusetts and two mid-western states -- Illinois and Ohio have been not only the first five states in terms of state membership totals in samples taken in 1931, 1936, 1941, 1946, 1951 and 1956, but have accounted for over fifty percent of the total membership in 1931, 1936, 1941 and just slightly under that figure in 1946. They still had two hundred and eight members out of a total of five hundred and sixteen in 1956 and in spite of the one hundred and nine members from California this year they accounted for two hundred and twelve members of the six hundred and seventy-eight in 1958.

It is a healthy situation that the ratio of members in these five states is becoming less in terms of the total membership, and it is my hope that many more states will develop a larger membership in our association.

Incidentally, the College Physical Education Association has had international membership at least since 1931 when two Canadians were included in our roster. This group reached a high of twenty-one members in 1951. Other countries which have been represented from time to time include Puerto Rico, the Philippines, New Zealand, Hawaii and Japan.

On the debit side of the ledger certain states have been practically or entirely without membership in the College Physical Education Association judging by the evidence collected on a sampling of 1931, 1936, 1941, 1946, 1951, 1956 and 1958 membership rosters. Idaho has never had a member during any of these years, Delaware had a single member only in 1956, Nevada had its first member last year and Montana and Wyoming have each had a single member for each of two of the above years, but are without a single representative at this time. Nine states were without any membership for at least four of the seven years sampled, and eighteen states have fewer than five members at the present time. This is in no way intended to be an indictment of these states but is reported only as an indication of the "spotty" character of geographical distribution of our membership. Obviously, some states

with as few as five or less members may be proportionately better represented than some of the states with many more.

As one would expect, the site of the annual convention has had considerable effect on association membership as well as on the attendance at the annual conference. In 1931 when the convention was in New York City 55% of the total membership and sixty-three percent of those attending were from the Empire State; and at the 1936 meeting also held in New York City fifty-eight percent of the total membership and 70.8% of those attending were from New York State. However, in 1941, 1946, 1951 and 1956 when the convention was held in Detroit, St. Louis, Philadelphia and Daytona Beach respectively the number of New Yorkers maintaining membership percentage wise was 53, 47, 40 and 36 respectively. It should be realized, however, that actual memberships in the state increased during this period as total membership in the association jumped from two hundred and sixteen in 1941 to five hundred twenty-six in 1956 and reached six hundred fifty-nine this year largely due to the jump in membership in California. Probably the most dramatic effect on membership resulted from moving the convention site to a new state. This was demonstrated at Santa Monica this year when the total in that state jumped from twenty-three in 1956 to one hundred and nine this year; and while only two Californians attended the 1956 convention in Daytona Beach, eighty-eight were present at Santa Monica. The southwest area (American Association for Health, Physical Education and Recreation district) for 1958 had nineteen percent of our total membership and fifty-four percent of the total membership attending the conference. A similar effect is noticeable on adjacent areas as the northwest in 1956 had only 3.6% of our total membership and no one in attendance at Daytona Beach according to our records. Although in 1958, it had only four more members than in 1956, ten percent of those attending the conference were from the northwest.

These statistics clearly indicate the necessity for rotating the convention site if our association is to truly serve the role of a national group, but there are real problems in the way of such a policy. Even the American Association for Health, Physical Education and Recreation, with its tremendous financial backing, for years hesitated to come to the west coast except on rare occasions due to the financial cost of such a venture. Our only source of income today is membership fees which means that $3,500 is our approximate annual income. The proceedings of our annual meetings alone cost us around $2,500, so our working balance, obviously, is perilously slim. One of the problems facing us, therefore, is that of finding some means of increasing our income in order to carry on a more effective program in our field.

The only hope for continuing to hold meetings west of the Mississippi, in my opinion, lies in a strong, loyal western association membership which will bear the brunt of the load when meetings are held in that area and which will keep interest and contacts alive during the intervening years when meetings by necessity must be held in cities east of the Mississippi.

Our association has met annually since its founding except for the years 1942 through 1943 during World War II. Two regional meetings were held in Philadelphia and Cincinnati in 1943 in place of the National Meeting.

Up to the present time, the convention site has been almost exclusively in the east and mid-west. As of last January, we have met thirty-eight times in New York City, eight in Chicago, twice in New Orleans, twice in Columbus, and once each in New Haven, Princeton, Springfield, Atlanta, Detroit, St. Louis, Philadelphia, Daytona Beach and Santa Monica. In 1932 the then president of the College Physical Education Association, Oliver Cutts of Bates College published a list of convention sites and officers which was prepared by Dr. Harry Scott, the secretary-treasurer of our association at that time. I have taken the liberty of reproducing this chart and bringing it up-to-date for the younger members of the association who may not have access to our 1932 proceedings.

Year	Place	President	Vice President or Pres. Elec.	Secty. Treas.
1897	New York	Edward Hitchcock	None	W. L. Savage
1898	New York	J. W. Seaver	C. P. Linhart	W. L. Savage
1899	New Haven, Conn.	D. A. Sargent	W. G. Anderson	W. L. Savage
1900	New York	W. G. Anderson	R. T. McKenzie	W. L. Savage
1901	New York	T. T. McKenzie	C. W. Miller	W. L. Savage
1902	New York	P. C. Phillips	Edw. Hitchcock, Jr. 1st F. E. Parker 2nd	L. A. Babbitt
1903	Princeton, N. J.	W. L. Savage	J. W. Seaver, 1st W. L. Lambeth, 2nd	L. A. Babbitt
1904	New York	R. T. McKnezie	G. L. Meylan, 1st P. C. Phillips, 2nd	L. A. Babbitt
1905	New York	G. L. Meylan	T. A. Storey	L. A. Babbitt
1906	Springfield, Mass.	G. L. Meylan	F. W. Marvel	L. A. Babbitt
1907	New York	T. A. Storey	J. E. Raycroft	L. A. Babbitt
1908	New York	T. A. Storey	J. A. Babbitt	P.C. Phillips
1909	New York	R. T. McKenzie	G. L. Meylan	P.C. Phillips
1910	New York	A. A. Stagg	F. E. Leonard	P.C. Phillips
1911	New York	A. A. Stagg	R. G. Clapp	P.C. Phillips
1912	New York	F. E. Leonard	F. W. Harvey	P.C. Phillips
1913	New York	W. A. Lambeth	G. W. Ehler	P.C. Phillips
1914	Chicago	James Naismith	C. W. Savage	P.C. Phillips
1915	New York	C. W. Savage	J. E. Raycroft	P.C. Phillips
1916	New York	C. V. P. Young	J. E. Raycroft	P.C. Phillips
1917	New York	J. E. Raycroft	Edwin Fauver	P.C. Phillips
1918	New York	J. E. Raycroft	Edwin Fauver	P.C. Phillips

Year	Place	President	Vice President or Pres. Elec.	Secty. Treas.
1919	New York	Edwin Fauver	J. A. David	P.C. Phillips
1920	Chicago	Edwin Fauver	E. vonDenSteiner	D. B. Reed
1921	New York	F. W. Luehring	Edgar Fauver	T. N. Metcalf
1922	New York	Edgar Fauver	J. H. McCurdy	T. N. Metcalf
1923	Atlanta	J. H. McCurdy	J. H. Nichols	T. N. Metcalf
1924	New York	J. H. Nichols	W. H. Greer	T. N. Metcalf
1925	New York	W. H. Greer	D. B. Reed	T. N. Metcalf
1926	New York	D. B. Reed	A. W. Marsh	T. N. Metcalf
1927	New York	A. W. Marsh	J. F. Williams	T. N. Metcalf
1928	New Orleans	J. F. Williams	A. I. Prettyman	T. N. Metcalf
1929	New York	A. I. Prettyman	W. R. LaPorte	T. N. Metcalf
1930	New York	W. R. LaPorte	T. N. Metcalf	H. A. Scott
1931	New York	T. N. Metcalf	O. F. Cutts	H. A. Scott
1932	New York	O. F. Cutts	C. E. Little	H. A. Scott
1933	Chicago	G. E. Little	W. L. Hughes	H. A. Scott
1934	New York	W. L. Hughes	C. L. Brewer	H. A. Scott
1935	New York	C. L. Brewer	E. L. Mercer	H. A. Scott
1936	New York	E. L. Mercer	W. J. Livingston	H. A. Scott
1937	New Orleans	W. J. Livingston	H. S. Wood	H. A. Scott
1938	Chicago	H. S. Wood	L. C. Boles	Glenn Howard
1939	New York	L. C. Boles	Harry Scott	Glenn Howard
1940	New York	Harry Scott	O. K. Cornwell	Glenn Howard
1941	Detroit	O. K. Cornwell	E. C. Davis	Glenn Howard
*1942	No National Meeting	E. C. Davis	Carl Schott	Glenn Howard
1943	No National Meeting	Carl Schott	D. Oberteuffer	Glenn Howard
**1944	Columbus	D. Oberteuffer	Allison Marsh	Glenn Howard
**1945	St. Louis	D. Oberteuffer	Allison Marsh	Glenn Howard
**1946	New York	Allison Marsh	Carl Nordly	Glenn Howard
**1947	New York	Carl Nordly	Lloyd Jones	Glenn Howard
1948	Chicago	Lloyd Jones	Louis Keller	L. C. Adams
1949	Columbus	Louis Keller	Glenn Howard	L. C. Adams
1950	Philadelphia	Glenn Howard	Thos. McDonough	L. C. Adams
1951	Chicago	Thos. McDonough	Fred Holter	Richard Jamerson
1952	New York	Fred Holter	Elmer Mitchell	Richard Jamerson
1953	Chicago	Elmer Mitchell	Wm. Meredith	Richard Jamerson
1954	New York	William Meredith	Seward Staley	Richard Jamerson
1955	Daytona Beach	Seward Staley	Ernest Smith	Richard Jamerson
1956	Columbus	Ernest Smith	Arthur Daniels	Richard Jamerson

Year	Place	President	Vice President or Pres. Elec.	Secty. Treas.
**1957	Santa Monica	Arthur Daniels	John H. Shaw	Richard Jamerson
1958	New York	John H. Shaw	C. O. Jackson	Richard Jamerson

* E. C. Davis resigned in August, 1942 to enter the service and Carl Schott assumed the duties of president for the remainder of this year.

** The actual convention date was in the first week of January of the next year in these instances.

New York and Chicago have predominated as meeting places largely due to the ease in reaching them by air and rail.

Since World War II, the convention site has been in different cities much more often than in the past, and at Santa Monica a convention site committee report was adopted listing suggested cities for future conventions which would perpetuate this policy. Those sites following this convention are as follows:

1959	Midwest	Chicago, Illinois
1960	East	Baltimore, Maryland
1961	Midwest	Des Moines, Iowa
1962	Far West	San Francisco, California
1963	East	Philadelphia, Pennsylvania
1964	Midwest	Kansas City, Missouri
1965	East	New York City, New York
1966	Midwest	Columbus, Ohio
1967	Far West	Seattle, Washington

Although it was not intended, and it may be impossible, to meet in the exact city indicated each year, it seems desirable to me to meet in the approximate areas of the country indicated if we are to encourage the continued growth of our association in membership and influence. This is particularly important to the western half of the United States which is so far removed geographically from many of our meetings. It would be a serious mistake, in my opinion, not to meet in San Francisco in 1962 and in Seattle in 1967 if these cities are able to play host to us at that time.

Our association has met almost without exception during the Christmas holidays. At various meetings other times have been suggested but always the membership has decided that though this is perhaps not a good time to meet, no better time seems to present itself.

From time to time in the 1930's and 1940's we met jointly with other associations such as the National Collegiate Athletic Association,

the American Football Coaches Association and the American Student Health Association. Although certain advantages accrue from such meetings, the general feeling expressed from time to time was that we lost our individuality under these circumstances and limited our meeting time. Also, we lost control over the time and place of our meetings.

In 1950, the pattern of meeting with the National Collegiate Athletic Association was broken due to their meeting dates being in the middle of January. Some members expressed the opinion that this separation would appear as though we were not concerned with athletics, but to date we have continued to meet separately.

Since departing from the practice of joint meetings, an occasional note of nostalgia for them appears in our proceedings, but in general the decision to meet separately seems to have been desirable, and it represents a figurative "cutting of the apron strings" for our group.

In reviewing past president's addresses, some interesting comments came to light. George Little in 1933 mentioned that for several years there had been section meetings on intercollegiate athletics, intramurals and teacher training. He also mentions that we should scrap the jealousies between the physical education director and the football coach. In 1935 Dr. Brewer suggested that we had too few members in the western and southern parts of the country. He also was apparently the first president to mention the desirability of meeting in other sections of the country than the midwest and east.

The proceedings of 1938 state that the significant difference between today and forty-two years ago is "emphasis on the educational values of the program (today) in contrast with the predominantly muscle building and disciplinary aspects of so-called physical education of forty-two years ago."

Perhaps our role has not changed as much as we might think. The basic theme of the 1941 convention was "Physical Fitness" and most of its proceedings are built around it.

During World War II years, under the leadership of such men as Delbert Oberteuffer and Thomas McDonough, our association fought to have the "blanket physical education credit for military service policy" of the American Council on Education rescinded. We were unsuccessful but planted some seeds which have borne fruit since and perhaps prevented further set backs.

In the years since the war, our association has worked hard on promoting standards in the profession. Carl Nordly, as president, among others, worked with many professional organizations to raise our professional sights.

One of the most recent trends in our conference programs has been the rapid increase in interest and attention paid to research. This section has grown tremendously and our association proceedings reflect it. Our meetings and proceedings have become the medium for dissemination and discussion of much of the research being conducted in the expanding doctoral program of our colleges and universities.

A major project of our association has always been the publishing

of the proceedings which are well worth the cost of membership in themselves.

A searching study of our association pattern was conducted under the chairmanship of Arthur Daniels in recent years (Functions and Structure Committee) and the final implementation of this report was just consummated at our January meeting in Santa Monica.

We now have five sections: Basic Structure, Teacher Education, Intramural Athletics, Research and Intercollegiate Athletics. The chairmen of these sections plus the past-president, president-elect, secretary-treasurer and member-at-large make up the present ten-man Executive Council. May I suggest to the new members of the association that you familiarize yourself with the constitution of our association which appears on page 325 of the Santa Monica proceedings.

One of the strengths of the College Physical Education Association has always been the large percentage of its total memberships which takes an active part in its conferences and committee work. May I urge each and everyone of you to help perpetuate this tradition. The tremendous growth in college enrollment in recent years has caused us some growing pains. As we climb aboard lets pull on the oars not just rock the boat.

The time has come for the College Physical Education Association to enroll a significant number of college men from every state in its membership and to serve the best interests of all in this group. In order to do this adequately, we must, among other things, continue our practice of including a large number of our total membership in association affairs and also continue the policy of holding our annual meeting in different areas of the country. Both of these practices will encourage mutual understanding and assist the association in serving the needs of its membership.

At the same time the desirability of remaining one group in fact as well as in structure should not be overlooked. Basic issues should continue to be the major concern of the association. We have twice gone on record against duplicating the intricate structure of an association such as the American Association for Health, Physical Education and Recreation. We have a different function to serve than it. During the period of readjustment occasioned by the rapid growth in our members, we must somehow meet the expanding needs of our group without losing the uniqueness of our function. I call on each and everyone of you to do your level best to help accomplish this goal so we may in the next decade develop a stronger, more unified and more significant College Physical Education Association.

NEW DIRECTIONS IN PHYSICAL EDUCATION

HARRY A. SCOTT, Ph.D.
Teachers College, Columbia University

As you will note from your program, my talk has been labeled, "New Directions." Before we can suggest new directions, however, it

is first necessary to see where we have been, and approximately where we are at the present time.

On the historical side, membership in this particular organization was limited to gymnasium directors. The purpose of the society was to provide for group discussion of the common problems confronting collegiate physical education, and to sponsor and evaluate research activities of the individual members of the organization.

What were the primary problems of collegiate physical education at the turn of the present century? Among them were the following:

What shall we teach?

What teaching methods shall we use?

How shall we justify to our doubting academic colleagues, students, and administrative officers the inclusion of physical education in the college curriculum?

How shall we organize our program of instruction to keep it attuned to curriculum developments in other areas of education, and to new discoveries and developments in the fields of science.

What are the characteristics of the physically educated man?

How shall we best prepare our future teachers and leaders?

How shall we prevent the athletic tail from wagging the educational dog?

How shall we gain status among our educational colleagues and the lay publics?

How shall we improve our facilities and resources for instruction in view of the ever-increasing enrollments?

How shall we evaluate our efforts?

At first, the meetings of this society were attended only by members of the organization. Attendance was small and closed to the press and public. By the end of the First World War, however, annual meetings were held jointly with the National Collegiate Athletic Association, the American Football Coaches Association, and the American Student Health Association. Almost all of the meetings were held at the Astor Hotel in New York City since the membership was drawn largely from colleges along the Atlantic seaboard. Because of the accelerated interest in, and attention to, physical education following the First World War, however, the programs in each of the areas represented in the joint meetings were tremendously expanded and specialized. This fact, together with the advent of new athletic centered organizations, such as the American Track Coaches Association, and increased membership in all of the organizations concerned, soon caused the joint meetings to disintegrate. First, the American Football Coaches Association decided to meet separately at another hotel. This group was soon followed by the withdrawal of the National Collegiate Athletic Association, and then the other organizations. Finally, the College Physical Education Association found itself meeting alone.

For the past quarter of a century this organization has followed the current pattern of meetings, attempting to rotate from one section of the country to another to accommodate the vastly increased and widely

distributed membership. Lost in this transaction from the old to the new was the closeness and intimacy of the small, exclusive membership. Gains were the educational benefits that come from the larger membership, and the greater impact of the organization of the field of higher education.

The current era in collegiate physical education was ushered in by the Second World War, which was followed by an unprecedented expansion in enrollments and by tremendous increases in all aspects of the program, including indoor and outdoor facilities for physical education. Today, the major problem facing this organization is to decide, and work to influence the direction physical education is to take in the next quarter of a century. In our efforts to come to grips with the future, it is necessary to act in the present. To this end, we find ourselves involved in discussing the same problems that confronted the founders of this organization, as enumerated above. This does not mean that we have failed to progress in the sixty odd years of our existence as a professional organization; it simply indicates that the problems of physical education must be solved and resolved in the context of the current and foreseeable future educational, social, economic, and political times.

In view of current philosophies and practices, how do we stand today? Certainly we have grown in breadth and in the excellence and variety of motor experiences for students, as well as in the nature and scope of facilities for the program of physical education. But, one might ask, have we developed more insightful methods of working with students and colleagues so that they have a better understanding and appreciation of physical education than formerly was the case? Have we been successful in helping students, colleagues, and the lay publics to accept physical education as an educational necessity and an indispensable way of life? Do these people view man as an indivisible, interrelated, integrated and integrating organism? Or, do most people, including educators, consider the body to be ancillary to the mind?

In view of recent happenings as revealed in the public press, an impartial observer would be compelled to include that physical education has been unsuccessful in helping people to understand the true nature and purposes of the program. It is common knowledge to all of us that physical education is among the first of the curricular offerings to be attacked whenever an educational crisis faces the collegiate world. The cry of "frill," "fad," "unnecessary," "time-consuming," "expensive in time and money," "unproven benefits," and the like issue with bell-like clarity from the pens and throats of the self-appointed, self-annointed guardians of the academic tradition. This happened after the First World War, during the economic depression of the thirties, following the Second World War, and in many instances in between. Given an unanticipated boost by Russia's Sputnik, the harbingers of educational progress have seized upon the nationwide critical shortages of scientists, engineers, mathematicians, and linguists to advocate a revolution in American secondary and higher education. Anything not academically oriented should, according to the critics, be eliminated from the educational curriculum.

As a result of these attacks on the nature of the educational experiences of college youth, we collegiate physical educators rather suddenly find ourselves again with our backs to the wall. We are compelled to listen and strive to reply to arguments that smack of the faculty psychology of bygone years, coupled with the amazing lack of understanding of the human being as a biological organism and as a member of mid-twentieth century society in the United States of America. This situation should be, and, I am sure is, discouraging to current physical educators primarily because, with few exceptions, everyone of these critics of the program is a product of the schools and colleges of this country. Somewhere along the educational line, these critics have been enrolled in required courses in physical education. Why, one might ask, do they have such a low regard for the field? Why do they not understand that scientists, engineers, mathematicians, and linguists, along with all other human beings, require exercise, recreation, rest, and relaxation if they are to produce with maximum efficiency and enjoy a full measure of the good life? What have we been teaching these people? we have had our opportunity; did we make the most of it?

At the local college level there are at this very moment an unprecedented number of physical education programs under attack. Some departments are in danger of losing their physical education requirements, some have just saved their programs after making compromises of one kind or another, others are feeling the pressures of vested interest groups, while still others fight the perennial battle with entrenched military organizations on the campus. All of this has a familiar ring to the older members of our Association, because we have been engulfed in fighting these battles since the very inception of physical education in the college curriculum. When will there attacks stop, if ever?

Perhaps the time is now if physical education is to stem these recurring tides of destructive criticism. To do so, however, will require new directions if we are to meet the problems and issues of the next quarter of a century. One of these new directions involves a reevaluation of our methods of working with college age students. More is known about the psychology of later adolescence than formerly was the case. This newer knowledge should reflect itself in improved teaching methods and in more enlightened techniques of working with students. In this connection, we should devote a considerably greater proportion of time to helping students understand the "why" of physical education and permit them to share to a greater extend in formulating their own particular programs of activities. Moreover, we should look with more discernment into this whole matter of resource use education and help students, while they are still captives in prescribed credit courses in physical education, to make the transition from the use of college facilities to the use of the community facilities on which they will have to depend all their lives for their physical recreation.

Another new direction lies in a study of the demography of the current and possible future student bodies to determine if their physical

educational and recreational needs are really being met. Old Joe College as we once knew him no longer exists on the college campus. The present college student is abler than his predecessor. He is highly individualistic and a seeker after independence rather than conformity. He is intensely interested in acquiring a career and less interested in the social, athletic, and traditional fraternal affairs of campus living. Today's student is older, and some twenty-two percent of them are married. As a result his outside ties often are more dominant than his college ties. Almost half of the current crop of college students earn more than half of their college expenses. Today's student tends to come from a "working class" family or from a lower economic level, than formerly. Moreover, students are more likely than ever to be members of minority racial or religious groups. In fact, today's student body is a diverse group representing a true cross section of the total population of the United States, with a liberal sprinkling of students from foreign lands. In view of these findings of the Commission on the College Student of the American Council of Education, perhaps the kinds of physical education requirements we are making of students do not reflect accurately their physical education needs or interests.

In this same connection, we should examine individually and collectively what the impending enrollment crisis is likely to mean for the future of the collegiate program of physical education. If, as reliably predicted, enrollments are going to more than double by 1970, where will we find twice as many competent new teachers as we now have to take care of the physical education needs of college students? Where will we find the new facilities and equipment to handle the doubled enrollments? Where will we find the time in the already over-crowded curriculum to schedule the increased number of classes? Will not some colleges simply conclude that is is easier — and cheaper — to do away with physical education than it is to find the time, money, and space required for the expanding programs?

The problems attending the preparation of competent teachers must be explored and solved if we are going to take care of the manpower demands of the future. We must begin now to prepare the teachers who will be responsible for selecting and preparing the personnel for the next ten or twenty years to come. Our whole manpower and womanpower expectations must be calculated and the means discovered to attract and hold the most capable persons in the field. Just any sports technician will not fill the bill. The teaching of physical education at the college level requires a scholar-teacher of sports, dancing, aquatics, and other physical education activities, who not only is a sound and resourceful technician, but who is also equipped with scholarship of such quality that he can — and will — do something about helping students understand, as well as practice, physical education.

Currently almost everyone will agree that physical education is, or should be, an integral phase of the college program of general education. Giving lip service to the term general education, however, is not all that is required. If physical education is in fact, as well as in theory, a

phase of general education, then the total program must be redesigned to make it so, including appropriate changes in everything from concept to teaching methods.

In our efforts to improve physical education on the campus, we should not forget that we, along with all other college educators, have an obligation to push along the whole field of higher education. With this thought in mind, we must give our colleagues in science, engineering, mathematics, and foreign languages whatever aid we can in helping them to recruit qualified degree candidates into these areas. This aid may be considerable. In times of distress in this country it has become fashionable to look to the Federal government for help and do nothing until this help is forthcoming. This is true in education the same as in any other aspect of national life. Pending federal aid to higher education, there is much that educators can do toward increasing enrollments in these areas of critical shortages — and here is where we can help our scientific colleagues. We can teach them how to recruit talented students for their academic programs by encouraging them to adopt the recruiting practices we have long since perfected in the field of intercollegiate athletics. There is not a gifted athlete in any school anywhere in the United States (and in many foreign lands) who is not known to many college coaches in the athlete's particular area of competence. Once it becomes known that a talented athlete is available, the recruitment machinery is set in motion. In the end the prospect shows up on some college campus somewhere in the United States. Moreover, if the student needs a grant-in-aid (and who does not?), the financial machinery is set in motion and the money is found. Granted, such a recruitment program requires work and more work, but with proper safeguards, it is a highly effective procedure for enlisting talented sutdents in a collegiate program and one which should be adopted forthwith by our academic colleagues.

Last, but by no means least, individual teachers and administrators should adopt the student personnel point of view in working with students. This personnel point of view requires that each student be regarded as a whole, integrated, and complex organism who is striving to promote his optimum development through all the resources of the college. As teachers and administrators it is our obligation to work with each student to the end that he accomplishes his levels of aspiration. In achieving this goal, emphasis must be placed upon the student as a person.

In this personalized approach to teaching and administration, recognition of the dignity and worth of the individual not only represents good educational method; it also has an additional practical, although often delayed result. It is well to remember that that skinny, uninterested, ineffective, and sometimes surly little fellow who sorely tries the patience of his teacher, may one day be the dean of that very college who breathes heavily down the neck of his one-time teacher while looking for some excuse to abolish forever the physical education requirement. Thus, how the boy was treated when he was a student may well be the deciding factor in determining the place of physical education in the educational sun.

THE ATHLETIC MIND

HENRY F. GRAFF
Columbia University

I want to extend to you the greetings of the City of New York, if I can in any sense speak for the community. I also bring you the greetings of Columbia University. I know there are a number of old Columbia friends here, and it is a special pleasure to welcome them.

I am greatly honored to be addressing the College Physical Education Association. In a way it is appropriate that a historian talk with you because your profession fairly drips with history. If one recounts the start of college education in the Acient Greek world it is apparent even to the most casual student that all education began with the gymnasium. The ancient Greeks knew the importance of the athletic body. In almost every city in which Greek influence was felt in the ancient world there was a municipal official called the gymnasiarch. It was his task to oversee the work that was done in the gymnasium. There the philosophy classes, the history classes, the rhetoric classes — as well as the physical education classes — met. No distinction was made among the disciplines as to their importance. The Athletic Mind in the Athletic Body was the accepted ideal of the Greek world.

We have come a long way since the days of the ancients. I think that judging from the scientific wonders which have become a part of our daily lives, we have made progress. In another sense, we have not; over the years we have separated the Athletic Mind — the mind that is supple, fibrous and of good texture — from the Athletic Body. We have relegated the gymnasium to one part of the campus and the academic work to another part of the campus. This division is artificial.

I would like to take you back to the very beginning of this century, when I think this false division was first made. At the beginning of this century we were smitten with what is called the progressive ideal. It was the era of Theodore Roosevelt and William H. Taft. Theodore Roosevelt was himself a believer in the strenuous life. Taft was not, and as you probably know, he was, if not the best president in our history, at least the largest. He weighed 350 pounds.

But, President Taft aside, I think you will agree that at the beginning of the century the well-formed body was the ideal. In a way, the most important single artifact of the progressive era that went along with the well-developed athletic body was the safety razor. The beard rapidly went out of style at the beginning of the century. We made our ideal type of young man the beardless youth. We were in an age in which youthfulness became our most desirable attribute. I think of many of the advertising symbols at the beginning of this century — the Campbell's soup kids, the little boy we see wearing the sou'wester on the Uneeda Biscuit box, the Gold Dust twins. The emphasis was on youth and the well-developed body rather than on the well-developed mind. We concentrated on the Boy Scout movement, and the Girl Scout movement,

and the Campfire Girls. In the process, we did great damage to the unity of the Athletic Mind with the Athletic Body.

Moreover, we made a cult of the child so that the child became the center about which the whole home revolved, or as we might say today, orbited. The emphasis was primarily on the health of the body. The health of the mind was little stressed in the child.

Now, cultivating the mind very often involves other things than merely reading books. It involves what you and I once heard of as "character," what you and I once heard of as stick-to-itiveness, what you and I once heard of as "carry through." These are some of the elements which were at one time a part of a liberally educated young man's intellectual baggage which we have allowed to be thrown away. They once were taught through precept — by emulation.

If you are ever bold enough or foolish enough to spend a week before the television set, you will observe that some strange things have happened to the old authority symbols most closely associated with the forming of character: the father, the policeman, the minister, and the teacher. The father, who once occupied an important role in the home as a teacher of the mind as well as a provider for the body is merely the kind of good natured clown who seems to be the custodian of the keys to the car. Of course he is subject to the manipulation of the mother, who is on the side of the son, and in the age of Freud we all understand why this is so. The policeman is another strange creature on T.V. He often fails to solve the crime. Who does solve it? The young teen-ager who is just out of high school, who is working on the local paper, and who has just "told off" the city editor. Then, there is the teacher. Who is the teacher? Is she a figure to be emulated by students? No, she is often depicted as giggly on the fiftieth anniversary of her coming to the school. These are the authority symbols from whom once flowed the training in character that was the first step toward making the Athletic Mind.

But all the blame does not lie outside our own ranks. Whether as physical educators or as academic purveyors we all have certain common failures. I have been increasingly aware of the fact that we do not demand performance anymore. I think that the acadmeician has a great deal to learn from the physical educator. The well-trained athlete, the young man who does exercises or warms up properly, who has the right stance whether for throwing the discus or putting the shot, whether it is the well-trained runner, the carefully groomed swimmer — regardless, the physical educators have attended to the precision which is required for top performances. This lingers from the ancient Greek gymnasium. We whose chief interest is the development of the Athletic Mind might well take a lesson from you who have been developing the Athletic Body.

How little we have attended to the fact that the mind is the only organ or part of the body that improves with age! Long after the physicians have told us we must only have warm milk at football games the mind can continue to improve. Rarely is this borne in on young people today. I often think of Dr. Busby. Dr. Busby was the Headmaster at the

beginning of the 17th century of the great Westminister school in London and on one occasion Charles the First honored the school with a visit. The students were awe struck by the arrival of Prince Charlie; they were even more awe struck that Dr. Busby kept his hat on in the presence of the great King of England. When the King had gone, one of the teachers in the school asked Dr. Busby how he could so affront His Majesty. Dr. Busby replied, "I want those young men to know that there is no greater man in the world than Dr. Busby." How few of us are Dr. Busbys? How few of us are willing to anneal to the athletic body once more the Athletic Mind, the mind that has respect for skills in reading, for skills in learning, for the energetic person who on his own is building a life of the mind? How little we have done of that and I castigate not the college physical educators any more than the other academicians — all of us have been guilty. We have turned aside from the great inheritance of the ancient Greek world.

We have tended to substitute for achievement by the mind other things. There has been much emphasis placed upon the development of the all-round individual, the All-American boy. As a member of an admissions committee at Columbia College, I am sure I am not telling secrets out of class, when I recall experiences that have no doubt been yours also in your colleges and universities. We find out that the young fellow applying for admission has a low average in his school work, but the letter of recommendation tells that he helps his mother wash the dishes on Saturday, that he helps his father in the yard on Tuesdays, that he has been very active in the church, that he belongs to the Boy Scouts, that he conducts a paper route to earn money, that he doesn't kick girls; in fact we learn almost anything that seems to be important except the fact that he is stupid. We sometimes like to think of the well rounded American boy as a boy with very little in his mind, although we never own up to that. We mean when we say well rounded boy that the biceps are rounded, that the head may very well be empty — though round; this perversion I suggest, pervades too much of American collegiate education.

Now, here we are a little past the middle of the 20th century. There is no question that America stands now at the zenith of its might and its majesty. More perhaps than anytime in its past, it is discovering that the well trained intellect in a well trained body is a natural resource, one of the very few natural resources that we have it in our power truly to increase. The word "challenge" is an over-used word. Every side tells us we are challenged. But is there really any more noble task before us than to seek to recapture what the ancient Greeks once had as their ideal — not only gymnastics going on in the same room with the history class, but history classes going on in the same room with gymnastics? The road that lies ahead for this country is a long and a hard one, there are many pitfalls, we do not know whether we are going to make it. For the first time in our long history we are truly threatened. For the first time perhaps since the ancient Greek world we have an overwhelming need to see to it that the Athletic Body is guided by the

Athletic Mind. I would like to suggest that the development of the Greek ideal may well provide us with the beacon light which we shall need in the long, hard years ahead. Thank you very much.

IN-SERVICE TRAINING

I. F. WAGLOW
University of Florida

THE ASSIGNMENT FOR THIS PRESENTATION was to report on the activities which are carried on by our staff and present some ideas of my own. Could it be that we do something different or something startling which is worthy of publicity? Perhaps the answer to this question should be left in your hands. Could it possibly be that there is an original idea or something new worthy of presentation? Many have said that physical education hasn't had a new idea in thirty years. Could there be an idea that has been missing wich would help in-service training?

What is in-service training? May I present a few statements out of context as to what is meant by in-service training and hope that the author's point of view is not destroyed.

"In-service education should be concerned with rethinking and reconstructing the educational program."

Barr, A. S., Wm. H. Burton, and Leo J. Brueckner, Supervision. New York City: Appleton-Century Company, Inc., 1947. p. 612.

"In-service training is most profitable when it is centered on improving the school program."

Wiles, Kimball, Supervision for Better Schools. New York City: Prentice-Hall, Inc., 1950. p. 224.

"The supervisors carefully planned an in-service education program for the staff built around the new elements of the curriculum."

Adams, Harold P., and Frank G. Dickey, Basic Principles of Supervision. New York City: American Book Company, 1953. p. 37.

Would it be unfair to say that the emphasis in present day in-service training programs is on what the teacher does as the important factor? This point of view follows Burton and Brueckner.

Burton, William H., and Leo J. Brueckner, Supervision. New York City: Appleton-Century-Crofts, Inc., 1955. p. 516.

In their book on supervision they state that the training of teachers is no longer in good repute as programs of in-service training. However,

"But strew his ashes to the wind
Whose sword or voice has served mankind —
And is he dead, whose glorious mind
Lifts thine on High? --
To live in hearts we leave behind
Is not to die."

Thomas Campbell.

Iveagh Munro

MEMORIAL TO JOHN HAROLD BURR

John Harold Burr passed away at Freedmen's Hospital in Washington, D. C., on January 9, 1958, after a short illness.

Mr. Burr was born in Springfield, Massachusetts June 1, 1898. He attended the public schools in that city and graduated from Technical High School in June 1919. In the fall of this same year, John Burr entered Springfield College and in 1923 he graduated with the B.S. degree in Physical Education. While at Springfield, Johnny earned letters in football, basketball, baseball and track. In 1923, he was elected captain of the track team.

While attending Springfield College, Mr. Burr served as Superintendent of the Sunday School at the St. Johns Congregationalist Church.

In September of 1923 Howard University appointed him to its Physical Education staff as the Assistant Athletic Director and Head Basketball Coach.

In 1931, John Burr received the M.Ed. degree in Physical Education from Springfield College and in 1936 was appointed Head of the Department of Physical Education for Men at Howard University.

Mr. Burr was very active in many associations and societies during his lifetime. He gave much time to service on the Executive Committee of the 12th Street Branch Y.M.C.A. in Washington and the Washington Chapter of the Red Cross. From these two organizations he received awards for 25 years of continuous service to each. Even with the busy schedule he maintained, Mr. Burr was a member of the Pigskin Club, the Central Intercollegiate Athletic Association, the International Association of Approved Basketball Officials and the Eastern Board of Officials. He served as president of the C.I.A.A. from 1946 through 1948 and a member of the Central Intercollegiate Athletic Association Basketball Committee. At the same time he was a member of the College Physical Education Association and the American Association of Health, Physical Education and Recreation.

Each summer from 1920 to 1947, John Burr directed Camp Atwater in East Brookfield, Massachusetts.

In 1924, John Burr married Miss Sarah Walker. He is survived by his wife, two daughters, Margaret Burr Harris and Jonelle Burr Washington and one grandchild, J. Terrence Harris.

all-around professional growth, which in turn will lead to better teaching and program.

Have you kept up with the latest developments in our profession? Do you know that dangers in the use of scuba? Have you played volleyball under the latest rules? Can you discuss the merits of s-scores? Can you do the Cha-cha-cha? Have you tried a new idea that you have read about in our professional literature?

The answer to these questions could serve as a basis for the instigation of an in-service program. The following procedures are some of the ways a faculty in-service program is made meaningful. Among these many ways it should be possible to arouse a spark of desire for all faculty members to engage in some form of self-improvement. Since we are individualists, a variety of appeals should be made in hopes that each member will be challenged to be a better teacher and thus improve teaching:

PROVIDE OPPORTUNITY FOR STAFF MEMBERS TO DISCUSS PROBLEMS

The so-called "bull sessions" are important because ideas are challenged and the staff members get a chance to exchange ideas. Many problems which do not get full staff attention are brought to light. As a result of small discussion groups, some thought is given to a variety of problems.

ENCOURAGE STAFF MEMBERS TO DO READING IN THEIR PROFESSIONAL AREA AS WELL AS IN OTHER DISCIPLINES

New ideas and current developments appear in our literature and it is necessary for staff members to be aware of these professional developments. Allied fields should not be neglected, and other disciplines also have a place in everyone's reading to keep pace with our changing world.

ENCOURAGE STAFF MEMBERS TO CONTINUE THEIR EDUCATION

Many schools provide for faculty members to take one course each semester. Individuals who do not hold Doctor's degrees should be encouraged to continue their education since this is a prerequisite for advancement. However, education for the individual should not stop with the acquisition of a degree, but should merely be a stepping stone to greater improvement.

ENCOURAGEMENT TO ATTEND PROFESSIONAL MEETINGS

Membership in organizations and attendance at meetings is a mark of a professional person.

Faculty members should be provided an opportunity to attend professional meetings in order to stimulate growth in their own profession by a policy permitting class coverage and financial assistance. If funds are not available, faculty members should make arrangements to attend at least a minimum of one professional meeting a year.

CLINICS FOR STAFF MEMBERS TO INTRODUCE NEW MATERIALS SUCH AS NEW GAMES, AUDIO-VISUAL MATERIALS, RULE CHANGES, NEW BOOKS

Faculty members should be alert to new developments in their specialty. In addition to their own specialty, instructors should keep abreast in subjects which they are not currently teaching.

A SYLLABUS FOR EACH COURSE UNDER CONTINUAL CONSIDERATION FOR REVISION

There is need for constant revision of syllabi to keep up with current materials in all courses.

Developments such as rule changes, audio-visual materials, and new books make necessary continued appraisal of course outline and methods of instruction.

COMMITTEE RESPONSIBLE TO PARTICULAR PHASES OF PROGRAM

Committees consisting of faculty members interested in various phases of the program should be organized to be continuously evaluating and developing the program. For example, tests should be continually revised in all activities.

ENCOURAGE EXPERIMENTATION

Pick up statements made by staff members and get them to deviate from the acceptable procedure.

Physical Fitness Test -- should it be given before or after Christmas holidays? Challenge this idea and encourage instructor to produce objective evidence to support his point of view.

PRE-SCHOOL MEETINGS (NEW STAFF MEMBERS PRIOR TO THE ENTIRE DEPARTMENT STAFF MEETING) OF ALL STAFF MEMBERS

Pre-school meetings should not be just meetings to be doing "busy work," but meetings to consider live issues. This meeting should be made meaningful by bringing staff up to date on news and program developments. Part of the pre-school meetings should be used to go over procedures and program to insure understanding on the part of all staff members.

Desirable projects should be outlined and the staff should be challenged to improve the program.

DO NOT PERMIT THE STAFF TO BE SATISFIED WITH STATUS QUO, BUT TO BE CONSIDERING THE POSSIBILITY TO MAKE CHANGES IN THE PROGRAM

Constant evaluation of the program by the faculty is a healthy situation. Many times we find programs statis -- they are repeated year after year without change. We are sure that there are better programs and better ways to do things, and a program without flaws is never achieved. Therefore, there is a need for continual attempts to improve all phases of the department's relations with students.

CONSIDER THE POINT OF VIEW OF THE STUDENTS TO EVALUATE THE PROGRAM

Continual appraisal of the program by students is necessary. A faculty committee organized for this purpose should be charged with the responsibility of constant evaluation of the program and periodic reports to the faculty relative to student thought regarding the program. As a result, the faculty is continually alerted to do the best job possible.

PROVIDE OPPORTUNITY TO LEARN NEW SKILLS, IMPROVE SKILLS, AND TO PARTICIPATE IN THE ACTIVITIES OF THE PROGRAM

Many instructors have not learned a new skill in activities since their undergraduate days. If there are activities with which one is no familiar, clinics should be set up to provide opportunity to develop new skills. Fishing, with its bait-casting, spin-casting, and fly-casting, might be an example of an activity in which most of us are not competent.

STIMULATE AND PROVIDE FOR WRITING AND RESEARCH

As teachers, we rely on verbal communication to pass on to others our knowledge, and we often neglect the written word. Some instructors are gifted with the ability to write and others the ability to do research. Everyone should be encouraged to engage in these types of scholarly endeavors. It may be that staff members could team up in doing writing and research.

The weakness in this area lies in the fact that many instructors do not exercise the effort of putting their knowledge on paper. Therefore, everyone should be encouraged to try writing. After this attempt has been made, the instructor should use his colleagues to his advantage by seeking an appreciative as well as a critical evaluation of his effort. After this process has been accomplished, the writer should make an attempt to refine and perfect the written word. Finally, dissemination of this written word should be sought. It seems to me that this is one of the areas in which our profession needs to evaluate the possiblity of providing greater outlets for scholarly work.

MEET THE CHALLENGE OF THE PHILOSOPHER BY CONSIDERING HIS POINT OF VIEW AND MAKING APPLICATIONS ON THE PRACTICAL LEVEL

Many ideas sound good on paper, but many times all thay physical educators do is to contribute lip service. Ideas are not put into action. Many of these ideas are challenging and the teacher should try to put them into action. Keeping these ideas before the faculty serves to stimulate and motivate faculty members.

Conclusion:

As a result of these in-service activities, the teacher is challenged to be alert and striving to improve himself. This, in turn, leads to better teaching and programs.

IN-SERVICE TRAINING PROCEDURES IN PHYSICAL EDUCATION

ROBERT M. BRUCE
United States Military Academy

In my remarks this morning, I propose to discuss briefly two phases of in-service training as used by the Office of Physical Education of the Military Academy. I do not propose to discuss such items as improvement of individual instruction, curriculum and course revision, special staff motivation, further professional education, or research. All of these might be classified easily as methods of in-service training in a broad interpretation; but are, in my estimation, beyond the scope of the first portion of our program this morning. I shall limit myself to those phases dealing with the orientation of new instructors and with the introduction of any personnel to new teaching duties.

Our department has two problems which do not face the average civilian college or university department of physical education. First, for nine months of the year the Military Academy is concentrating on a civilian academic curriculum administered in a military background and environment. This introduces problems of objectives and relationships somewhat different than those in other schools. Second, we have a mixed staff of officers and civilians, now in a ratio of five officers to eleven civilians, but soon to be increased to seven officers and eleven civilians.

When the new officer arrives for duty, he brings a certain background of experience. He is usually an Academy graduate and thus knows his "way around" the Academy. (Parenthetically, next year we will add our second non-Academy graduate, a graduate of the University of New Hampshire.) The new officer usually stood near the top of his Academy class academically and has been highly successful as an officer. This becomes more difficult to satisfy as the various branches of the Army put more and more stress on career planning and specific duty assignments within that branch, thus permitting fewer choice assignments such as those at the Military Academy. He was selected as a top performer in physical education with a breadth of experience in athletics, inter-collegiate and/or intramurals.

He had had considerable teaching experience in his five to ten years since graduation; virtually none of it has been in physical education, although as a company officer he has been closely associated with the Army physical training program. In most cases he has spent a year of graduate work in physical education in one of the recognized colleges or universities; preceded by a thirty-day temporary duty orientation at USMA; so far Columbia University, the University of Michigan, NYU, and Springfield College have helped to prepare officers for this assignment. In summary, the average officer-instructor has had an excellent broad background, but is short in experience in the actual teaching of physical education.

In respect to the background of civilian instructors, it has been so long (for better or for worse) since we have had any turn-over in this portion of the staff that I find it just a little difficult to recall completely and accurately our standards for applicants. However, it is fair to say that the successful applicant will have had an undergraduate major in phusical education, a broad range of athletic activity with specialization in certain areas to balance the skills of the staff, preferably a master's degree, reasonable teaching experience, and evidence of personality to cope successfully with the cadet population. The new civilian instructor thus has had a broad civilian background in physical education, including actual teaching; but usually lacks military experience, particularly as it relates to the training of potential officers and to physical education in the services.

The position of civilian instructor at the Military Academy is almost identical to that of an officer. The civilian instructor wears the uniform, receives and gives salutes, occupies quarters on the post, assists with staff duties, and participates in all phases of the training and discipline of the cadet. He is relieved of some duties assigned to the average officers and perhaps enjoys a slightly less formal relationship with the Corps. To the typical cadet he is both an officer and a civilian. Thus the new civilian instructor must receive much the same orientation as the officer.

Both must learn, through lecture and conference, the mission of the Military Academy and the method of achieving this mission. Since they are specifically members of the Department of Tactics under the Commandant of Cadets, they must learn, by similar methods, the function and administration of this department and the place of the Office of Physical Education within the department. Incidentally, the Tactical Department is responsible for the administration of the Corps in all but academic instruction; this includes housing, discipline, military training, physical education, and instruction in military psychology and leadership.

Finally, both the new officer and new civilian instructor must become thoroughly familiar with the objectives, program, facilities, equipment, and staff of the Office of Physical Education. This cannot be accomplished in a matter of hours; but will continue, in decreasing intensity, for a matter of weeks and even months. Also, the officer-instructor must understand the staff duties within the Office of Physical Education; one of these staff assignments will be his during the second an third year of his tour of duty.

In addition to learning his function in the entire Military Academy, the new instructor must be assisted in getting settled physically. This involves assignment of quarters, issuance of identification and privilege cards, orientation physically to the post, etc.

This overall orientation procedure does a reasonably good job of making the new instructor at home on the post and within the department. Next, he must be prepared for specific teaching assignments. Therefore I shall discuss now the preparation of any instructor, old, or new, for a new teaching assignment within the department.

All courses within the physical education curriculum are handled by the committee method. Each course committee consists of a chairman and all instructors who teach regularly in the course. At present the chairman of each committee holds semi-permanent tenure, but there is some indication that chairmanships will be rotated among committee members in the near future.

Each committee is responsible for the organization, instruction, evaluation, and revision of all sub-courses within its jurisdiction. The committee function of preparing new instructors, as all other committee functions, applies to all courses whether they involve classroom instruction, physical activities, or intramural supervision.

This small unit serves well as a method of "breaking in" the new instructor. Since each lesson of each course is taught from four to forty-eight times within a given academic year; there is ample opportunity for the new instructor to observe each lesson being taught by an experienced instructor, to teach portions of each lesson under close supervision of the veteran instructor, to teach the entire lesson under supervision, and finall to take his turn relieving old instructors on a single lesson and then an entire course basis.

Essentially the first year for any instructor in a course new to him is a year of apprenticeship, with his responsibilities increasing gradually until he reaches full membership in his committee. After his first year in a course he will be expected to carry a full teaching load in that course and to participate in evaluation and revision of the course as seems necessary.

IN-SERVICE TRAINING OF THE PHYSICAL EDUCATION STAFF AT MICHIGAN STATE UNIVERSITY

JOHN A. FRIEDRICH
Michigan State University

Introduction

In most departments, schools or colleges of a university, it is usually assumed that staff members are competent and well-trained. This becomes an issue of controversy in some areas where in-service training, as such, is somewhat frowned upon; nevertheless a good administrator will recognize that there is always a need for a certain amount of in-service training. This is particularly true in the case of a physical education staff at a large college or university. Staff members teaching in such a program are required to teach a greater variety of different activities than is necessary in other areas of university instruction. The diversification of other staff duties and responsibilities complicates the problem more thus presenting an even greater need for staff development measures.

Although in-service training is and should be a concern of all phases of a good physical education program, emphasis at this time will be

directed primarily to the university instructional or "service" program and the training of staff as it applies to such a program operation.

Basic Assumptions

In order to adequately consider the problem of developing an effective in-service training program, the following assumptions are offered as a basis upon which such a program can be predicated:

1. That most staff members are well qualified for teaching in at least one or two areas.
2. That although many staff members are competent in one or two areas, they can and should become proficient in three or four.
3. That in-service training is beneficial to the staff member as well as the department.
4. That many staff members would prefer to teach in more than one area if they felt capable of doing so.
5. That, in order for a program of in-service training to be justifiable, it must strengthen and in no way jeopardice the effective functioning of the over-all program.
6. That all staff members are to a greater or lesser degree in need of basic orientation to departmental policies and procedures and to effective teaching methods and techniques.
7. That basic to a good in-service training program is a knowledge and understanding of the personality, talents and abilities of each of the staff members by the administrator.

THE IN-SERVICE PROGRAM AT MICHIGAN STATE UNIVERSITY

General Program Information

The physical education "service" program at Michigan State is referred to as the "instructional" program. Over thirty different people teach in the program including nine graduate assistants and numerous assistant coaches besides our regular physical education staff. More than thirty-five different activities are offered including numerous co-educational classes. During each of the three terms, approximately one hundred and forty sections are offered. All students are required to take two years (six terms) of physical education. They must take "Foundations of Physical Education" their first term. Through this course they are guided into courses which best meet their needs both now and in the future.

Why We Have The Program

Due to the regular staff turn over, especially in the case of graduate assistants, we have on our staff each fall a number of new members who must be oriented and instructed in the basic operational procedures and instructional techniques necessary for the operation of our program. We realize that our old staff members, as well as the new, need and in

many cases would like an opportunity to learn and develop more and better teaching skills and techniques in courses they already teach as well as in new courses. Furthermore we are cognizant of the fact that a certain amount of orientation is necessary for all staff members at the onset of the school year and periodically during the year.

Since a new program in "Foundations of Physical Education" has been included as a requirement for all of our university students, special effort has been directed towards the training of staff to work in this area.

Who Is Included

Although more emphasis is given to training new staff members, we are also concerned with our regular staff members, assistant coaches and graduate assistants who have taught previously in the program. Many who have taught for years have come to realize that there is still room for improvement, and have consequently taken advantage of the various opportunities to improve themselves.

Even though some staff members do not teach in the instructional program, they are still provided with information concerning its operation and an effort is made to keep them informed.

The primary responsibility for the conduct of a training program of this type rests with the administration. Nevertheless, all staff members are obligated to help. Its' ultimate success depends upon the cooperation and interest of the entire staff.

When We Give Training

The in-service training program is, and should be, a continuous process. Nevertheless, it is only logical that it be given special emphasis at the start of the school year so that staff members are as well prepared as possible when beginning their teaching responsibilities. During the year, time should be set aside to continue the training process. Staff members should be encouraged to take advantage of these opportunities during the year.

What We Include

Although many things could logically be included in an in-service program for a physical education staff, certain areas cannot be dealth with due to time limitations. In view of this fact we have, through our program, been concerned with those phases of in-service training which can be most readily handled in the minimum time available and which appears to be most important for the most effective operation of our department. These areas are listed below:

A. Orientation of New and Old Members Through:
   1. Materials
      (a) A Staff Manual of Philosophy, Policies and Procedures.
      (b) A Manual of Summarized Curricula and Lesson Plan Outlines for all courses.

(c) A Student Information Handbook.
(d) Instructional Course Files of Teaching Materials, etc.--
(e) Test Files of all written examinations.
(f) Films of the "Foundation of Physical Education Program," "The Over-all Program" and numerous other specific films and film strips.
(g) Instructional Materials.
(1) Books — Provided in department library.
(2) Periodicals.
(3) Syllabi — For many courses specific syllabi have been developed.
(4) Film catalogs and list of material sources.

2. Meetings — Each fall, a two-day pre-season workshop is held for all Physical Education staff. Periodically during the term other meetings are held.
3. Notices -- In order to disseminate information, pass along new ideas, and keep the staff regularly informed, various notices are issued periodically.
4. New Course in "Foundations of Physical Education" — Special meetings and training are provided for those staff members teaching in the Foundations program.

B. Provisions for learning New Skills and Improving Others by:
1. Assistance in Improving teaching techniques and methods. (a) Tape recording to improve voice and delivery.
2. Instruction to improve present skills and master new skills. (making staff members more versatile)
3. Instruction in the use of Audio-Visual and other equipment.

New staff members are given in-service training relating to all of the above areas, however otheres are given such training only to the extent that it benefits them and the department.

HOW WE DO IT

Pre-Term Contacts

Prior to the beginning of the fall term each new staff member is sent a brief explanatory letter outlining his basic responsibilities and obligations. Enclosed along with this letter is a copy of (a) the Staff Manual (regulations and policies) (b) Summarized Curricula and Lesson Plan Outline for all courses (c) Information Handbook for Students (d) Foundations of Physical Education Workbook. All new staff members are requested to study this material carefully before the regular Fall meeting. Other staff members are provided with any new materials or revisions of old data.

Staff Workshops

Each fall the entire physical education staff spends a two-day period at one of the universities' most beautiful conference sites. (The Kellogg

Biological Station at Gull Lake near Battle Creek, Michigan). During this period a considerable amount of in-service training is given. Besides the regular orientation and planning for the year ahead which takes place at this time, staff members are introduced to any teaching techniques or teaching materials which may be new and helpful to them. At this time also, they have an opportunity to learn how to operate the departmental audio-visual equipment which includes motion picture projectors, slide projectors, film strip projectors, P. A. systems and tape recorders. In conjunction with the latter, staff members are encouraged to listen objectively to tape recordings of their voice so that they might become aware of any weaknesses in which they need improvement (See Appendix A). This procedure is recommended during the term especially during the actual teaching of the class.

Members of the department are encouraged to read and become acquainted with the materials provided, refer to the files and instructional materials available, and learn from the audio-visual materials accessable to them. During the year regular meetings for all Physical Education personnel are held at least once a term. During the term frequent meetings are also held for smaller groups.

Training for the Foundations Program

Personnel involved in teaching the new Foundations of Physical Education course attend weekly meetings during which in-service training is given to acquaint them with the administration and operation of this course. Since the program includes extensive testing, numerous visual presentations and various demonstrations in areas unfamiliar to staff members, (i.e., weight control, relaxation training, guidance into activities, etc.) this training is essential. Special instructional materials are used to stimulate the learning process and to improve the training potential. Problems are studied and new ideas considered and developed.

This is one of the few areas in the program on which the entire staff can focus its attention in an atmosphere of creative development and problem solving. Such endeavor has improved staff morale and enhanced staff growth.

Specific In-Service Training for Improving Techniques and Skills

All staff members are requested to fill out a competency sheet. (See Appendix B). This form indicates the areas in which they are proficient and the extent of their proficiency. Also indicated on this sheet are areas in which they would like in-service training for the purpose of improving a present skill or learning a new one, thus qualifying them for teaching in a greater variety of activities.

A regular form (See Appendix C) is provided on which instructors may indicate their desire for training in a specific area. This may be done by enrolling in a regular class or through individual assistance from another instructor. The activity coordinator's for each of the activity areas in the program is responsible for the conduct of training in his respective area.

When a staff member becomes a trainee in a specific activity, he is expected to attend the regularly scheduled classes and if possible assist somewhat with the class. Upon completion of the courses the master teacher gives to the program chairman his recommendation to the potential of the trainee for teaching the course in the future.

By following the foregoing procedure we have expanded our staff teaching potential considerably. Course scheduling can now be more effectively done and the quality of teaching has greatly improved. Staff reaction to this program has been very enthusiastic.

Conclusions

In-service training of a Physical Education staff is essential to the effective growth and development of the department. Without it a staff tends to become stagnant. With it, and through it, a staff and a program can be stimulated and enriched immeasurably.

APPENDIX A

VOICE DEVELOPMENT FOR THE COACH AND TEACHER IN HEALTH, PHYSICAL EDUCATION AND RECREATION

A good speaking voice is essential for the prospective physical education teacher, recreation worker and coach. The beginner, in working with groups, will much more rapidly develop self-confidence, assurance and self-respect, if his speaking voice is clear, effective, and pleasant. Some of the qualities necessary for effective speaking are listed below:

CLARITY – One of the primary faults with most people is that of being lip-lazy. Words are slurred and not pronounced clearly when talking. It is difficult for anyone to be heard if the lips are not properly used in enunciating words. No one likes a mumbler. Speak as though you expect to be heard and you usually will be.

AID: Repeat the following: "Leaves, frost, crisp, break from the trees and fall." It is also helpful to whistle, to recite the alphabet, and to speak between clenched teeth.

HARSHNESS – Harshness in speaking is usually due to throat tension. In the beginner this may result from lack of self-confidence. The voice becomes higher pitched and a pleasing tone is difficult to obtain.

AID: Talk more slowly. Try to relax more when speaking. Speak words that tend to slow down your speaking, such as, clock, gong, squaw, etc. Try to lower the pitch of your voice, if possible.

WEAKNESS OF VOICE – A weak voice often indicates inadequate use of diaphragm in speaking. This results in a lack of power and strength in the speaking voice.

AID: Read aloud to develop strength of breath. Read without a breath. Breathe deeply. Try hissing for 30 seconds or longer. Say loudly — "Boom-lay."

BREATH CONTROL — Control of your breath when speaking comes through practice. Usually the beginner is nervous and tense and therefore fails to control his breath effectively.

AID: Whisper aloud. To control your breath, hold a lighted candle 4 inches from your mouth and repeat — "Peter Piper picked a peck, etc." If breath is properly controlled, the candle will stay lit.

MODULATION — This is typified by a flat tone or a typical monotone. It lacks color and fails to gain group response.

AID: Read aloud, sing aloud and laugh aloud. Try laughing up and down the scale.

NASAL TONE — This is usually caused by talking through the nose. Only m, n, and ng sounds should be made through the nose.

AID: Open your mouth when speaking. Use your chest and throat when forming words. Let the mouth become more active in saying words. Hum frequently. Check for nasal tone by saying — "Father Manning."

PITCH — The pitch or tone of a persons voice cannot be changed too greatly; however, it can usually be improved. A high pitched voice is unpleasant to the listener.

AID: Say such words as alone, foam, grown, etc., emphasizing the lowering of the pitch. Speak softly and notice the pitch change. Put your hand on your forehead and say (talking toward your hand) — "Hello, how are you." Then put your hand on your chest and repeat, noting the lowering of the pitch which occurs.

Certain other factors are essential in effective speech and voice control. Such things as the speed at which you speak, the tempo and pace of the voice, word usage, and the necessary pauses while speaking, are all important factors. Such definite speech difficulties as lisping, stuttering, etc., will require special attention. Proper preparation prior to speaking (knowing what you are going to say and how you are going to say it) is quite obviously essential to effective expression through speech.

The prospective physical education teacher and coach will find it much to his advantage to attempt to improve his voice. Much of his future success will be directly or indirectly dependent upon the manner in which he expresses himself. A little time and effort spent in voice and speech improvement will be well rewarded.

APPENDIX B

MICHIGAN STATE UNIVERSITY

Dear Staff Member:

This sheet has been prepared to assist us in making the best possible use of your special teaching skills in Physical Education Activity Courses. Assignment to courses you feel better able to teach will also make your program more enjoyable. Please indicate your selection of activities on this form as follows: Place a (1) before those you feel best qualified to teach; a (2) before those you feel next best qualified to teach; a (3) before those you can teach but do not particularly care for; a (4) before those in which you have had no training and are not qualified to teach, and a (5) before those in which you wish to have in-service training. Wherever possible we will see that you teach courses you prefer; however, there will be times when this will be impossible.

TEACHER COMPETENCY

(1) - Best qualified
(2) - Next Best Qualified
(3) - Least Preferred
(4) - No Training
(5) - Wish In-Service Training

	115 - Foundations		150a - Beginning Swimming
	120 - Bowling		150c - Advanced Swimming
	121 - Shooter and Hunter Safety		153 - Life Saving
	122a - Target Archery		154 - Canoeing
	123 - Field Archery		160 - Beginning Apparatus
	125a - Beginning Golf		161 - Doubles Tumbling
	126a - Beginning Ice Skating		162 - Individual Tumbling
	127 - Track and Field Activities		170 - Beginning Boxing
	130a - Badminton		171a - Beginning Foil Fencing
	131 - Handball		172 - Beginning Sabre Fencing
	132 - Paddleball		173 - Beginning Epee Fencing
	133a - Beginning Tennis		174 - Wrestling
	144 - Soccer		192 - Developmental Activities
	146 - Volleyball		196 - Adapted Physical Education

Add any Physical Education activities in which you are proficient that do not appear on this list.

Return to: John A. Friedrich

Signed:_____

APPENDIX C

INSTRUCTIONAL PROGRAM
IN-SERVICE TRAINING

Some of our staff members have indicated an interest in the in-service training opportunities available within our department. This is a chance to equip yourself with new skills and abilities which will be an asset to you as an individual as well as to the department. If you are interested in taking advantage of this opportunity, please fill out the form below and return it to room 232 at least two days before classes begin.

- -

MEN'S P.E. INSTRUCTIONAL PROGRAM
IN-SERVICE TRAINING REGISTRATION

I should like to register to take in-service training this term in:

Course Title_____ Course #_____

Section_____ Days_____ Time_____

It is my understanding that I will attend classes regularly and will be treated as a regularly enrolled student. I will be graded in accordance with regular standards; however, no college credit will be given.

Date_____ Signed_____

THE PHYSICAL EDUCATION STAFF AND IN-SERVICE TRAINING

BURRIS F. HUSMAN
University of Maryland

In-service training at the University of Maryland has two major objectives — professional improvement of the individual teacher and orientation to administrative policies and procedures. These two objectives are obtained through the use of study groups and refresher courses; assigned readings and research; and staff meetings and workshops.

In a large college program where specialization occurs, it is necessary for staff to meet periodically to discuss common administrative problems, to understand what others are doing, and to exchange ideas. The College Physical Education, Recreation, and Health uses the traditional staff meeting to develop an understanding of the various areas of endeavor and the problems associated with the administration of these areas. All staff members, including the graduate assistants, are urged

to join local and national professional organizations, to attend their meetings, and to read current literature. Periodically an outstanding leader in the profession meets socially with the staff and all interested graduate students.

A more comprehensive in-service training program, than that described for the College above, is needed in the Required Physical Education Program at the University of Maryland since the staff consists of fifteen one-half-time graduate assistants and eight full-time staff members who teach part-time in other programs of the College.

Our in-service training is accomplished through a one week concentrated program in early September; a weekly series of sport skill sessions; permanent staff policy and curriculum study groups; inter-staff visitations; and supervision with follow-up.

The Annual Fall In-Service Training Program

This program is designed to acquaint the staff with the program and its administration, and to train staff in the various sport skills each will be teaching in P. E. 1. This is accomplished through the use of regular staff meetings, workshops, and through class demonstrations.

The program consists of a welcome by the Dean of the College, an outline of the required physical education program, the general rules and regulations as they apply to the students, the administrative procedures, a tour of the building and facilities, theory instruction in P.E. 1, and sport skill instruction.

The Required Physical Education Program. The physical education program at the University of Maryland is designed to meet the interests and needs of each student. All entering freshmen are required to complete a health examination administered by the University Health Service. Students failing to pass the health examination are enrolled in Adapted Physical Education. All other students are required to enroll in and successfully complete P. E. 1, Orientation to Physical Education.

P. E. 1 Orientation to Physical Education. The purpose of this course is to give the student a better understanding and appreciation of the place of sports and physical education in the American way of life. It is designed to assess the fitness, skill level, and swimming ability of each student; and to acquaint the student with problems relating to such matters of personal importance as diet, training, rest, effects of strenuous exercise, the use of alcohol and tobacco, and how to lose and gain weight.

In the Orientation course, each student receives brief skill instruction in four sports along with the values as follows:

Developmental and Combative Sport – Fitness Values
Team Sport – Social Values

Aquatics — Safety Values
Recreational Sport — Leisure Time Values

Reading assignments are made in "Physical Education and Healthful Living" by Fraley, L. M., B. H. Massey, and W. R. Johnson, and suggested outlines of course content are distributed and discussed.

On the basis of the student's health examination, the student's swimming ability, his fitness test score, his sport skill level, and his past experience, each student's program is outlined for the remaining three semesters.

P.E. 3 Development and Combative Activities
- Apparatus
- Double Tumbling and Balancing
- Individual Tumbling and Fencing
- Wrestling and Track and Field
- Weight Training

P.E. 5 Team Sports and Aquatics
- Softball and Basketball
- Speedball and Flickerball
- Touch Football and Volleyball
- Elementary Swimming
- Advance d Swimming
- Diving
- Life Saving
- Water Safety

P.E. 7 Recreational Activities
- Archery and Bowling
- Badminton and Tennis
- Camping
- Canoeing
- Fishing
- Golf
- Social Dance
- Square Dance
- Sailing
- Recreational Games

Swimming Classification Test. Immediately after the health examination, the swimming specialist on the staff administers each student a swimming classification test. The test consists of a 25-yard free style speed swim plus a 25-yard swim on the back. The student has a choice of swimming back crawl, elementary backstroke, or simply skulling on the back. This portion of the test assesses the student's water dexterity. Each student is classified either "1," "2," or "3." Students classified as a "1" are permitted to enroll in Elementary Swimming only; "2" in

Advanced Swimming, Life Saving, or Diving; and "3" in the Water Safety Instructor's Course or Diving. The test and the procedure used in recording the results, as well as the swimming procedures for P. E. 1 and the pool regulations, are explained by the swimming specialist during this weekly in-service training period.

Motor Fitness Test. During the first week of the semester each student enrolled in P. E. 1 is required to take a four-item motor fitness test. The test consists of chins, jump and reach, squat thrusts, and sit-ups. Each staff member is assigned one of the events to administer to the remainder of the staff. He then records the T-scores for his test and determines his mean T-score, exactly as he will do with his P. E. 1 students. This is an experience period where the staff learns to administer and score the test by actually doing it.

The Permanent Record Card. Early in the semester each student completes a permanent record card. This card serves both as a record and a placement card. Each new staff member completes one of these cards by recording his fitness test score and answering the past sports experience questionnaire. Based upon his responses and previously established principles, he outlines his activity program for the three ensuing semesters. Again, this enables the staff member to actually experience what will be required of his students.

The fall in-service training program is culminated by various tournaments and a picnic. The activities start early in the afternoon with golg, badminton, and tennis tournaments, and a free swim for all personnel and their families. These are followed by an evening family picnic. This picnic is designed to help new staff and their families get acquainted.

The General Rules and Regulations. A handbook containing this information is purchased by every student. The staff is given the booklet and instructed to read the rules and regulations as they apply to the student. The attendance regulations, forms for notification of the student's Dean regarding excessive absences, and the procedure to be followed if a student transfers from one section to another are read and discussed.

The College furnishes each student with a reversible black and red "T" shirt, black shorts, supporter, socks, and towel, plus all items of sports equipment except golf balls. The method of securing clothing, the procedures for checking out sports equipment, and the locker room procedures are read and a period set aside for their discussion. The staff is told about the additional facilities and their use for recreation and how to take part in the intramural program, so these can be explained to the students.

Every staff member assists in registration. The procedure for sectioning students is mimeographed and given to each staff member along with a schedule of the hours he is to work.

Administrative Procedure. The procedure to be followed in case of an accident, how to get examinations typed, and suggested grading plans, are some of the items with which every staff member needs to be

familiar. These, as well as such personal problems as uniform, office space, employee benefits, and staff absences, are explained to new staff members.

Sport Skill In-Service Training

Even though every effort is made to find staff with diversified training, activities are taught in P.E. 1 in which staff are frequently not experienced. Initial sessions in badminton, swimming, tennis, touch football, weight training, wrestling, soccer, and tumbling are held in the afternoons during the fall in-service training program. These sessions are required of all new staff members and are conducted by permanent staff who are specialists in each sport. The method of teaching the sport, the skill itself, and the handling of equipment are all covered during these early meetings.

After the start of the semester a weekly two hour meeting is held on all of the above sports, plus speedball, flickerball, basketball, and gymnastics. Attendance at these meetings is optional, but they are usually well attended. When a staff member is placed in a situation where he feels incompetent in teaching a specific sport, he usually is willing to spend a few hours to learn more about the techniques and methods of teaching that sport. These meetings are offered to staff members to further their skill, teaching ability, and knowledge of the various sports.

Staff Policy and Curriculum Study Groups

Periodically during the semester the permanent staff attend meetings that are called by the Director of Physical Education. The major purpose of these meetings is to evaluate present administrative policies. The current policies are discussed and frequently questioned. If conflicting views are presented or a new policy is needed, a sub-committee is appointed to study the problem and submit a report at a later date. The report is then discussed and accepted or rejected by the permanent staff. Once a policy is accepted by the majority of the staff, the entire staff must follow that policy.

At these meetings, changes and additions to course offerings are also discussed and decided upon. Like all universities, however, some desired curricula changes are not feasible because of excessive expense.

Inter-Staff Visitation

If an individual staff member considers himself incompetent in a specific sport he knows he will be teaching, he is encouraged to visit activity classes of the permanent staff. This gives him an opportunity

to study first hand the procedures and methods used by a successful instructor. After this observation, the staff member may question the permanent instructor regarding his techniques in order to better prepare himself to teach that specific sport. At least fifty percent of our new graduate assistants use this method each semester.

Supervision With Follow-Up

As early in the semester as possible, the Director of Required Physical Education visits at least one of each new staff member's classes with the specific purpose of assisting him in improving his instruction. Class organization, methods of taking roll, utilization of space, and class methods, are problems frequently encountered and discussed with new staff members.

A SURVEY OF PHYSICAL FITNESS REQUIREMENTS IN COLLEGES AND UNIVERSITIES

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Without reiterating the names of workers, sponsors, tests, and dates, it is well known that some three years ago this nation became vitally interested and concerned with the physical fitness of American children and youth. This interest was not limited to the professional physical educator, but rather to people in many walks of life. In fact, the interest shown by the profession of physical education lagged far behind that shown by layman groups not actually trained in this phase of education. This interest reached such a pitch and fervor that for almost a year and a half hardly a newspaper or magazine could be found that did not have an article dealing with physical fitness.

Concisely, the lay public and primarily the parents of children, were worried and convinced that present day children were lacking in the opportunities that they themselves had in their youth. They readily understood the reasons for this situation: they walked to schools, their children rode; they played cowboys and Indians, their children watched television. Yes, the layman understood, but what could be done about it?

It was natural that the public turned to the school physical education programs. What were the physical education teachers, the teacher-training institutions, and the leaders in the field of physical education doing about this national concern? Without attempting to be facetious, they were spending hours, days, and months in meetings and conferences discussing such points as: What is physical fitness?, Fitness for what?, What about total fitness?, and Are the tests valid? These points and many others were belabored beyond human endurance. Meanwhile, the

public knew what they wanted . . . . they wanted greater muscular strength and endurance in their children; they wanted strong, tough, agile youngsters.

Physiologists and cardiologists preached the necessity of regular and vigorous exercise as a prerequisite for a healthy and efficient organic system. Some indicated that exericse in ample proportions is the best preventive of coronary attack. Others in the medical profession felt that the aging process can be significantly delayed by a lifelong habit of exercise.

During the same period, some physical educators bemoaned the fact that strength and endurance are such fleeting factors, so easily obtained and so easily lost, that it was hardly worth the trouble. Many outstanding leaders in physical education expressed opinions that a fitness or exercise program might be suitable for the secondary or elementary level, but would hardly be a part of the context of university physical education. Some said that strengths and endurances are valuable, but should come as concomitants of joyous activities in the acquisition of recreational and sports skills. To this writer these views represent an escape from the responsibilities of our field. Physical education has as one of its primary objectives the development of the body in aspects of strength, endurance, power, agility, and flexibility, and these objectives should be met positively and not concimitantly. Even though strengths and endurances are easily lost, is it not our duty to provide the exposure for as long as we have thestudent in school, in the hope that we may inspire proper attitudes and habits in much the same way as the efforts of the teachers of art, music, literature, and English?

Other physical educators claimed that participation in our regular physical education programs would provide adequate exercise. However, there is evidence to the contrary. For example, in an unpublished study conducted at Syracuse University,[1] students engaged in the regular required physical education activity program did not show gains in physical fitness over a two year period. Other students who were participating in developmental exercises and activities during the same period showed mean gains of approximately 45 percent in physical fitness, as measured by an established test.

For perhaps the first time in history, except prior to a war, the public was looking to physical educators in the schools and colleges to do something about this situation. But, we were too slow. We lost the opportunity for public financial support of our programs. The learned arguments, conferences and meetings continued in chaotic effort until the fall of 1957 when the offensive advantage was lost, for at that time this nation was further shocked by an apparent deficiency in math and science training in our schools. From that day until this, one must search the newspapers and magazines for weeks at a time to find any mention of physical fitness.

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[1]Reported to the writer orally by H. Harrison Clarke who conducted the study.

The survey reported in this paper was conducted in an effort to determine what impact those few years of national awareness toward physical fitness might have had upon the required physical education programs of colleges and universities in this country.

During the spring of 1958, a letter was sent to 320 of the colleges and universities listed in the College Blue Book of Athletics. The letter requested assistance in the formulation of a physical fitness or proficiency test to be used as a part of the physical education requirement at the Florida State University. It further required, that if such a test was in use at their particular schools, what was the nature of the test and the standards that had to be met for graduation. Each letter sent was a personal letter from this writer and was not a mimeographed form letter. They were addressed to the heads of various departments of physical education at the schools selected. One hundred and ninety-one answers were received.

FINDINGS

Of the 191 reporting schools, 58 schools (30.4%) regularly administer some form of physical or motor fitness test as a part of the required physical education program, the remaining 133 schools (69.6%) did not.

Further analysis of the responses from those 133 schools not including physical fitness appraisal in their required programs, showed the following reactions:

1. Seventy-two of the 133 schools responded simply that they did not have such a requirement. Either no indication was given that they thought that it should be done or else they elaborated on the point that this was not a worthwhile project.
2. Twenty-seven of the 133 schools expressed a desire to be informed of the results of this survey. Further, 14 schools of this group expressed their opinion that such a requirement was desirable and wothwhile, but due to local difficulties, or other reasons, could not as yet inaugurate it at their schools.
3. The remaining 34 schools of the 133 schools that do not administer fitness tests at present indicated that they were in various stages of staff planning with the purpose of installing such a project in their required programs as soon as possible. Several of these schools planned to begin in the fall of 1958.

Although the above data does not change the present percentage of schools that administer fitness testing in the required physical education progra, if the intentions of the 34 schools in the planning stage materialize as expected, the total picture will be quite different. There would then be 92 schools (48.2%) administering some type of physical fitness test of the 191 schools reporting in this survey.

Of the 58 schools (30.4%) that do include fitness testing in their programs, the following purposes were identified:

1. Nine colleges and universities indicated that certain standards must be met before the student could graduate from their institution. The department of physical education in one of these

universities is in the college of liberal arts, and, therefore, the graduation requirement applies only to their students. Other students not enrolled in the college of liberal arts do not have the graduation requirement, but must participate in the same program for two years.

2. Twelve colleges and universities administer a fitness test at the beginning of the freshman year, and those students not passing the various standards are required to enroll in courses of weight training, body building, physical fitness, or fundamentals.
3. Fourteen colleges and universities administer a fitness test each semester, and the results are used in determining the grade for the activity in which the student is enrolled.
4. Six colleges and universities administer fitness tests as one of the criteria for exemption from the physical education requirement. However, two of these schools do not allow this exemption until after the first year of physical education has been completed. One other of the six schools allows exemption, upon successful passing of the tests, after completing at least one semester of physical education. The reason behind these exemption policies was reported as due to increased enrollments resultant overcrowding of facilities.
5. Ten colleges and universities regularly administer fitness tests for the various purposes of homogeneous class assignments, personal information to the student, or for counseling purposes with an effort to urge the student to elect those activities that would be most beneficial to him.
6. Seven other colleges and universities reported that they regularly administer physical fitness tests, but did not indicate the purposes or whether a student was required to pass a certain standard or not.

The tests and standards for passing that were employed by the schools reporting were quite varied. All of the physical fitness tests devised by each branch of the Armed Forces during World War II were used; these have since been commonly called motor fitness tests. In addition, other standardized tests used were: Rogers' Physical Fitness Index, Larson's Strength Test, and the Kraus-Weber Test. The most commonly used of these tests, presumably because of its brevity, was the Army Air Force Physical Fitness Test which consists of three items: (1) Sit-ups, (2) Pull-ups, and (3) 300-yard run. More than half of the 58 colleges and universities used tests of their own design. Common test items of these tests were the usual push-ups, pull-ups, sit-ups, squat thrusts, squat jumps, shuttle runs, and others in many different combinations. Space does not permit the listing of the various tests and the innumerable different standards required.[2]

Many schools used combinations of physical fitness tests and/or

[2]Tests and standards of the various schools are available through the writer upon request.

test items in combination with motor ability tests and/or test items. This was quite common for those schools that used tests as exemptions to the physical education requirement, and for those schools that used this method for homogeneous classification in classes. In almost every instance, the schools using tests of their own design employed at least one test item usually associated with motor ability, and in many schools, as much as half of the test battery was devoted to motor ability test items.

Conclusions Drawn from the Reporting Schools

1. Almost one-third (30.4%) of the schools regularly employ physical fitness testing in their required physical education programs.

2. Over one-half (55.5%) of the heads of physical education departments were either in agreement with a physical fitness appraisal as a requirement in physical education, in the process of inaugurating such a project into their programs, or were already employing physical fitness testing.

3. If present departmental plans materialize, almost one-half (48.2%) of the colleges and universities will have a physical fitness testing program in the near future.

STATUS OF THE PHYSICAL EDUCATION REQUIRED OR INSTRUCTIONAL PROGRAMS FOR MEN AND WOMEN IN THE FOUR-YEAR COLLEGES AND UNIVERSITIES OF THE UNITED STATES

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Introduction

At the meeting of the College Physical Education Association six years ago, recognition was made of the need for a national meeting to work on principles and guides for physical education programs. One year later this group indicated to the American Association for Health, Physical Education, and Recreation that they were willing to cooperate in such a conference.

In October, 1954, the American Association for Health, Physical Education, and Recreation served as host to this conference in Washington, D. C., on the topic of Physical Education for College Men and Women. A report of its findings was published in 1955. In bringing together the College Physical Education Association, the National Association for Physical Education of College Women, and the host organization which has a College Physical Education Section, the Washington Conference brought together three groups that have many common problems. To insure maximum follow-up of the conference work, a Joint Committee on Physical Education Programs for College Men and Women, was ap-

pointed. Three members from each of the sponsoring organizations still make up this committee.

During the past four years the criteria presented in the Washington Conference Report have been available and have been used by many program chairmen to evaluate their own programs.

Purposes

This study is concerned with determining the current status of instructional physical education programs for men and women in the four-year colleges of the United States with respect to each of the following subdivisions of the Washington Conference of 1954:

1. Philosophy and objectives.
2. Administrative considerations such as budget, policy, facilities, equipment, personnel, public relations, guidance, and research.
3. Type of program.
4. Evaluation techniques employed and the use made of results.

In addition to answering the questions concerning the status of present programs, this study summarizes the reported changes in practices since 1954, and investigates the possibility of any significant differences in some current practices in the men's programs found in state coeducational, private coeducational, and men's colleges. Significant differences in the practices in women's programs in state coeducational, private coeducational, and women's colleges are also investigated.*

Procedures

A questionnaire, constructed in terms of the principles set forth in the Washington Conference Report and reviewed by several authorities, was sent to department chairmen at 300 colleges. A random sample was drawn from American Universities and Colleges of 1956. One-half of the questionnaires were sent to chairmen of women's instructional programs, and one-half to chairmen of men's programs.

With 79 women and 105 men responding, the over-all return was 184 or 61.3%. As 16 or 8.6% of the replying chairmen indicated that no program of this type was in operation, the working number in this report was usually 168. Institutions from 42 states and the District of Columbia were represented in this study. Approximately 80% of the colleges and universities had enrollments under 3,000. Six per cent enrolled over 10,000 studetnts.

*Space limitations prevent a complete presentation of the findings.

Findings

Philosophy and Objectives

In 82% of instructional physical education departments chairmen have their educational philosophies and their program objectives in writing. The majority of staff members subscribe to the philosophy, and objectives are compatible with the over-all philosophy of the department and institution.

Generally, it seems that the philosophy and objectives of instructional physical education programs for college men and women are in good order in terms of the criteria set forth in the Washington Conference Report. Thirty-six per cent of program chairmen stated that they had made changes since 1954 in this particular area.

Administration

Relative to administrative considerations the following are current practices:

Personnel

In 85% of reporting institutions standards established relative to staff qualifications, academic rank, retirement, teaching load, salaries, and size of classes apply equally to all instructional physical education staff members.

Nearly all departments have 65% of staff members with master's degrees as the highest degree obtained. In two-thirds of departments 43% of the staff have the rank of Instructor and this group teaches 51% of the instructional classes. Assistant Professors make up 35% of the staffs in two-thirds of departments, and they teach 44% of the classes. In one-third of departments, 24% of staff members have a doctor's degree. Graduate Assistants comprise 18% of the staff in 1/7 of college departments and they teach 13% of the classes. Supervision provided for these assistants orginarily comes in the form of class visitation and individual conferences as noted by 62% of chairmen who employed them.

Teaching load is determined by a weighted load procedure based on a functional analysis of duties in 39% of departments. Although approximately one-fourth of department chairmen determine teaching load on the basis of credit hours, 37% determine this load on the basis of clock hours per week.

Instructional physical education staff members teach an average of 15 clock hours per week, whereas the accepted average teaching load of all teachers in these institutions was 13 hours. In addition to teaching, staff members work with one or more of the following: intramural, teacher education, intercollegiate, or campus recreation activities.

Forty-five per cent of instructional physical education classes enroll from 25 to 35 students. In 38% of the classes fewer than 25 students are enrolled, and in 17% of the classes over 35 students are enrolled.

Instructional physical education classes meet twice each week in 61% of departments, and three times per week in 30% of departments. The average weekly class meeting time is 119 minutes; however, the most common weekly class meeting time is 100 minutes. The typical period, exclusive of shower and dressing time, averages 38 minutes, although the most common is 40 minutes. Including shower and dressing time, the class period averages 53 minutes although the most common is 50 minutes.

One-half of departments promote in-service education continuously. Techniques employed in order of frequency practiced are staff meetings, professional conferences, and study. Monthly staff meetings of one hour in length are most common.

Requirements, Credits, Substitutions

In 67% of four-year colleges and universities, physical education is required of all students. Seventy-four per cent of the department chairmen indicated that all departments or colleges on their campuses had a similar physical education requirement. Undergraduate men are required to complete from one to two years of physical education in 73% of colleges and universities. A similar requirement is made of women in 83% of these institutions.

Credit for physical education is granted on the same basis as for other subjects in over one-half (58%) of colleges. Grade points granted on this credit count toward graduation at about three-fifths (61%) of institutions, and these grade points count toward honors at 53% of institutions. In 1946, Shaw and Rogers[1] found that 49% of colleges counted physical education grades when figuring honors at graduation. At that time 69% of these institutions granted full academic credit for each semester of required physical education.

On the basis of his 1954 survey of the North Central Association of Colleges and Secondary Schools, Mack Greene[2] reported that two-thirds of these colleges (which use the same type of grading system in physical education as in other areas) put the same ultimate valuation on required physical education grades as they do on other academic courses.

Over two-thirds (69%) of colleges and universities that participated in the study herein summarized, count physical education credits within the total graduation credit hours, and nearly one-half (44%) of the institutions permit students to elect physical education beyond the normal requirement and count the hours toward graduation.

Exemption from physical education is obtained for medical reasons

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[1] John H. Shaw and M. R. Rogers, "The Status of Required Physical Education in Colleges and Universities of the United States," Research Quarterly, XVII, (March, 1946), pp. 2-9.

[2] Mack M. Greene, "Physical Education as a College Graduation Requirement," Journal of Health, Physical Education and Recreation, XXVI, (December, 1955), p. 26.

in nearly two-thirds (65%) of departments. Other bases for exemption include the following: veteran's experiences in 38% of colleges; intercollegiate athletics in 31% of colleges; and age in 32% of colleges. Additional departments allow a partial substitution for the physical education requirement on the basis of intercollegiate athletic participation.

Budget, Facilities, Equipment

Eighty-nine per cent of department chairmen cited that the source of financial support for the instructional physical education program was the same as for the other instructional areas of the institution. A separate budget for the instructional physical education program is found in 40% of departments.

On-campus facilities which appear least adequate are golf courses and dance studios. Other facilities which need improvement are archery ranges, fencing rooms, field hockey and soccer fields, gymnastics areas, handball and squash courts, and wrestling rooms. Off-campus facilities which are most often used in the instructional physical education program are golf courses and bowling alleys.

Students are required to purchase a prescribed gymnasium suit in 75% of college physical education departments. In 10% of departments, students are provided complete gymnasium suits, except tennis shoes. Sixty-two per cent of departments provide all equipment essential to participation in all activities in the instructional program.

No fee or deposit is required of students for suits, towels, or equipment in over one-third (37%) of departments. However, nearly one-third (29%) require a fee each term. Towels are laundered by the department after each use in 52% of departments.

Records, Guidance, Research

Comprehensive and accessible records are maintained in 53% of departments to indicate student accomplishment within the program. Information kept on these records most often includes the medical examination and classification, activities taken in college, swimming classification, and the grade record.

Prior to participation in the physical education program, students are given a thorough medical examination in 93% of colleges. In 40% of departments provision is made for follow-up examinations. Health service personnel are kept informed on the physical education program by means of written memos sent from the department in 55% of colleges. Regular discussion with the physical education staff also serves as a means of keeping the health service personnel familiar with the physical education program in 54% of colleges.

Individual instructors execute their responsibility with respect to guidance and counseling of students by means of individual conferences in 89% of departments. Another common technique used in 51% of departments is the referral of students to experts.

A program of organized research within the instructional physical

education program is conducted in 15% of departments. Instructors or department chairmen usually carry out this work.

Nearly 30% of department chairmen cited that changes had been made in the administration area since 1954.

In terms of the Washington Conference Report a need for improvement was implied with regard to several administrative considerations. It seems that physical educators might:

1. Interpret a broad concept of physical education to the community. The newspaper, radio, television, and community activities might be used more frequently as means of interpretation.
2. Promote continuous in-service education to stimulate professional growth and improved service to students.
3. Require physical education of all students throughout their undergraduate years.
4. Permit students to substitute freshman and varsity sports in season for the purpose of meeting their physical education requirement, but return to class at the end of the sport season.
5. Not exempt students from the physical education requirement because of age or veteran's experiences.
6. Maintain comprehensive and accessible records to indicate students' accomplishments within the program.
7. Conduct a program of original research within the instructional physical education department.

Program

In the program area, units are rated on a four-point scale in terms of the number of activities taught in each. Individual sports, aquatics and team sports are rated very strong. Approximately two-thirds of department chairmen rate them this way. Dual sport units are identified as strong in about 40% of departments. Rhythm and dance units are most often classified as moderate, and gymnastics-tumbling, body mechanics, and adapted activity units are rated as weak in about 45% of departments.

Changes had been made since 1954 in the emphasis on these units in 36% of departments. Specifically, the changes are noted as being in the direction of reducing ream activities and increasing individual and dula activities, aquatics, and body mechanics.

Common coeducational activities offered in over one-half of departments at coeducational institutions are badminton, fold dance, social dance, and square dance. Forty-nine per cent of department chairmen utilized men and women instructors concurrently to teach coeducational activities.

Although 46% of departments have a planned sequence which students must follow to satisfy the physical education requirement, 47% do not have a planned sequence. Fifty-eight per cent of departments require students to take specific activities, however.

"Adapted physical education" is the most common name attached to classes for students with individual problems. This type of class is provided by 35% of department chairmen. During the 1957-58 school year an average of 33 students enrolled in these classes at each institution which provided such a program.

Since 1954 changes in the program area had been made by 18% of department chairmen. Findings of this inquiry implied the need for improvement in the following:

1. Establishing a planned sequence which students must follow as they satisfy the physical education requirement.
2. Requiring specific activities, or activities within areas, of all students.
3. Providing special sections for students with individual problems.

Evaluation

In the evaluation area 59% of department chairmen review their program objectives annually. Pre-testing at the beginning of each term to determine student status is conducted in 52% of departments. At the termination of the course practical tests are used in 76% of departments and written tests are used in 65% of departments to determine student status.

Forty-four per cent of the department chairmen cite that the overall evaluation of students in instructional physical education classes leans heavily on objective measurements, whereas, in 33% of departments evaluation leans heavily on subjective measurements.

Evaluation techniques utilized in the greatest per cent (over 60%) of the departments are instructor judgment, objective skill tests, written tests, and performance scores.

The exact combination of factors that instructors use in determining student grades varies considerably. Over one-half of department chairmen consider the following factors: skill (38% of the grade); knowledge and understanding (24%); attitude (16%); and attendance (29%). Physical education grades are presented to students in letter form in 74% of departments. The system of granting final grades in the instructional physical education department is the same as the system used for other subjects in 77% of colleges and universities.

Evaluation measures serve primarily for grading, and secondarily for instructional purposes. These measures serve also for diagnosis and guidance and finally classification purposes ranked number four.

In the area of evaluation changes since 1954 had been made by 21% of departments. Findings implied the need for improvement in the following:

1. More carefully weighing the attendance factor in assigning grades to students.
2. Using evaluation measures for the purpose of classifying students.

3. Leaning more heavily on objective measurements in the over-all evaluation of students.
4. Utilizing research findings which apply to evaluation.

Practices related to philosophy and objectives, administration, program, and evaluation in different types of colleges and universities are usually very similar. Significant differences[3] are found in only three practices of the men's instructional physical education departments at state coeducational, private coeducational, and men's colleges. One difference notes that a larger proportion of men's departments in men's colleges than in state coeducational institutions permit the substitution of freshman and varsity sports for the purpose of meeting the students' physical education requirements. The second difference shows that a larger proportion of men's departments in state coeducational than in either private coeducational or men's colleges provide all equipment essential for students to participate in all program activities. A third difference shows that a leager proportion of men's departments in state coeducational than in either private coeducational or men's colleges use the same grading system as that used for other subjects.

As there are few differences between program practices in different types of institutions, the principles set forth by the Washington Conference would seem to apply to all programs.

With the Washington Conference Report readily available, instructional physical education program chairmen have a set of criteria which can serve in evaluating their programs. Some have used these criteria to evaluate their own programs and undoubtedly have made appropriate improvements. Herein we have taken a more comprehensive look at status on a national level in an effort to get an over-all picture of what the situation is now. This may allow you to make comparisons with your own program and may lead to further improvements in our instructional physical education programs.

EVALUATION OF A BASIC INSTRUCTION PROGRAM AND PATTERNS OF ACTIVITIES SELECTED BY STUDENTS IN A REQUIRED PROGRAM

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A. General Purpose of Study.

For several years a number of questions kept recurring in the conversations among the various members of the basic instruction staff at Ohio State University as they discussed informally the courses which they were teaching. The following four questions merited particular attention:

1. In line with the recent publicity given to physical fitness, should

[3]Chi square values were significant at the .05 level.

the basic instruction program at Ohio State put more stress on fitness at the expense of recreational and carry-over activities?

2. Should certain requirements be established which would insure that each student take a competitive sport and have some vigorous activities? Under the present system of a three-quarter required program in which activities are elected by the student, many students could meet the requirement by choosing three activities such as archery, bowling, and sports survey and never have to change clothes.

3. Does the program have any value to students later on in college or in their post-college life?

4. What do students think about the quality of the instruction which they receive? How good is our teaching?

These informal discussions led to the appointment of a committee consisting of Bernard F. Mooney, Charles Mand, and the author, as chairman, to make a thorough evaluation of the basic instruction program at Ohio State University. The committee spent about one year in planning its work, gathering data, and preparing its recommendations. The task was completed in the spring of 1958.

This particular report will try to emphasize the techniques and procedures of the evaluative study which might be used at other colleges. Some of the results are of general interest but many of the items are relevant mainly to Ohio State University and will be omitted here.

B. General Design.

1. The committee felt at the outset that any evaluation would be incomplete if it did not include getting opinions and information from three groups -- faculty, students, and alumni. Accordingly, questionnaire procedures were used to contact these three groups while in addition conversations were held with departmental faculy members. Questionnaire returns were received from 24 out of the 30 members of the basic instruction staff and from approximately 430 students in the spring quarter of 1957. The latter number represented about 15 per cent of the total number of students enrolled in physical education that quarter. Questionnaires were sent to a random sample of 300 alumni taken from the files of the Ohio State Alumni Association. Fifty alumni were chosen from each graduating class for the five-year period, 1950 to 1954. A total of 67 usable returns were received, or 22 percent of the sample.

2. A list of values or objectives of physical education was compiled. An effort was made to base these on the needs of college men, and extensive use was made of the 1954 Washington Conference Report, Physical Education for College Men and Women. Eleven values were selected and are listed in Table I. Faculty, students, and alumni were asked to check each value in terms of whether they agreed, disagreed, or were undecided about it as a desired outcome of physical education.

3. Data were gathered on the actual activities selected by each student for his three quarters of required physical education. Each activity was classified in four different ways. These were carry over or non-carry over; aggressive or passive; team competitive, individual

competitive, or non-competitive; and vigorous or non-vigorous. Definitions of each classification and the activities placed under each classification are given in Table III. This procedure made it possible to determine the pattern of activities selected by each student for each of the four classification systems.

4. The quality of instruction was evaluated by means of twenty statements used previously in an evaluative study in 1950. The committee felt that a comparison of instruction over the seven-year interval would be more valuable than to draw up a new rating scale of some kind. These statements are given in Table IV. Each student was asked to check those statements that were appropriate to the instruction he received in his physical education class the preceding quarter.

5. Various other questions were asked of the three groups. For example, two other questions for the faculty were the following:

a. Vice-President Nixon has stated that fitness of American youth "is vital to the future of our country." Should we do more in our service class program toward improving the fitness of our students? If so, how can this be done?

b. The outcomes in any educational experience depend on the quality of instruction. How can the effectiveness of the teaching in the service class program be improved?

Alumini were also asked these questions:

a. Were you generally satisfied with the physical education courses which you took, or not? Please describe anything that you especially liked or disliked about them.

b. Were these courses in physical education of any value to you while you were still in college before graduation? For example, did you make new friends with other class members, learn to swim, enjoy recreational or intramural participation in a new sport, etc.?

c. Have these physical education courses been of any benefit or value to you since leaving college, or not? Did any of these courses provide instruction and practice in activities which you still participate in? Please explain.

d. Do you have any suggestions for changing or improving the freshman physical education courses which would make them more satisfying and effective? Your comments might include methods of teaching, offering of new activities, grading procedures, course requirements, the swimming test, etc.

e. Do you believe that the freshman education courses should emphasize activities such as wrestling, boxing, track, and gymnastics which promote greater physical fitness or should they emphasize those activities such as tennis, golf, bait casting, bowling, and the like which promote greater recreational and carry-over possibilities?

There were a few additional questions asked of all three groups, but they were of less importance and applied more specifically to the situation at Ohio State.

6. The data gathered as a result of the above procedures were carefully studied and served as a basis for 27 recommendations made by the committee concerning all aspects of the basic instruction program. In the final report each recommendation was followed with a reference to the specific tables and data which supported the recommendation.

C. Partial Summary of the Data and Results.

Table I provides a convenient comparison of the opinions of student, faculty, and alumni concerning the value statements. It will be noted that statements 4, 6, and 7 are rated uniformly high by the three groups. Students and alumni gave greater support to statement 1, "to improve health and physical fitness," than did the faculty. Statements 3 and 5 received the least support of any of the values. Only 52 percent of the faculty agreed with statement 10, "to learn how to play active games on a co-recreational basis," as compared with 75 percent of the students and 79 percent of the alumni. However, it should be observed that 39 percent of the faculty were undecided on this statement.

The data provided in Table II are of a unique nature. The first section of the table shows the student choices for the activities when classified as carry over and non-carry over. The number 1 under the column headed "Choices" stands for a carry over activity and the number 2 for a non-carry over sport. The figures 111 represent students three carry over sports. The figures 112 represent students who took two carry over sports and one non-carry over. The 122 show election of one carry over and two non-carry over activities, and 222 are three non-carry over sports. Thus it can be seen that only 23 students, or 6 percent, elected three non-carry over sports. Conversely, 94 percent chose at least one carry over activity.

The next section of Table II gives the data for student patterns when the activities are classified as aggressive and passive. All three passive activities are classified as aggressive and passive. All three passive activities were selected by 5.5 percent, or, 94.5 percent chose at least one aggressive activity.

The third section concerns a three-way classification of team competitive (5), individual competitive (6), and non-competitive (7). The pattern 777, or all non-competitive sports, was chosen by 6.8 per cent of the students. Thus, 93.2 percent picked at least one competitive sport. By adding the percent figures for the six pattern choices which contain a 5, we find that 45 percent took at least one team competitive sport. Adding the percents for the six pattern choices which include a 6, we see that 79.5 percent took at least one individual competitive sport.

The final section deals with vigorous and on-vigorous activities. Only 5.5 percent of the students took three non-vigorous sports.

After studying these data, it was the opinion of the committee that the present elective system was functioning effectively and that it would not be worth the time and effort to set up various administrative controls and records for the benefit of only 5 to 6 percent of the students. It should be pointed out here that the staff members do try to provide

guidance to the students in their election of activities. This is done individually by instructors with students during the quarter, at the last meeting of the class the preceding quarter, and at the time of registration itself. It should also be recognized that students sometimes are forced into other activities when sections become filled. For example, some students cannot take bowling even though ten classes of 24 each are offered in one quarter. These individuals then have to select another activity.

The data in Table IV provide a student evaluation of certain aspects of the instructional quality and compare the results for 1957 with the earlier study in 1950. This comparison gives some indication as to whether instructional quality is improving or declining. The results generally seem to show a substantial improvement. Statements 6, 7, 8, 9, 12, 14, 16, and 20 reflected increases of 14 to 25 percent over the seven-year period. Nevertheless room for improvement is indicated as well. For example, 83 percent checked statement 16, "The instructor was always neat and clean in his appearance." For this particular standard, a percentage close to 100 might logically be expected. Statement 13, "I felt the instructor himself did not know very much about the sport," went up from 2 to 5 percent. This might indicate a need for more in-service training and clinics for staff members.

Table V shows alumni opinion concerning whether emphasis should be placed on activities stressing physical fitness or those of a carry over nature. It is evident that there is no heavy preponderance of opinion for either side and that alumni sentiment supports the offering of both types of activities.

Other data gathered in this study will not be presented here but are available upon request to the author. It is hoped that enough of the evaluative study has been described in this article to provide concrete assistance to others interested in initiating a similar project.

Table I

OPINIONS OF STUDENTS, FACULTY, AND ALUMNI CONCERNING VALUES OF PHYSICAL EDUCATION

	Agree			Disagree			Undecided		
Statement	Pct. Stud.	Pct. Fac.	Pct. Alum.	Pct. Stud.	Pct. Fac.	Pct. Alum.	Pct. Stud.	Pct. Fac.	Pct. Alum.
No. 1	91	75	87	4	13	4	5	13	7
No. 2	73	83	75	10	4	12	17	13	13
No. 3	44	50	46	21	13	26	35	38	28
No. 4	89	96	85	4	4	6	7	0	9
No. 5	55	52	58	17	20	16	28	28	25
No. 6	93	83	84	3	8	7	4	8	9
No. 7	86	92	84	4	8	10	10	0	6
No. 8	77	70	61	7	13	15	17	17	24
No. 9	81	78	81	6	4	10	12	17	9
No. 10	75	52	79	9	9	2	17	39	19
No. 11	81	79	74	7	8	7	12	13	19

Key to Statements

1. To improve health and physical fitness.
2. To learn how to maintain physical fitness in later life.
3. To have opportunities for leadership experience.
4. To learn recreational skills for future use.
5. To learn about sports activities in the American culture.
6. To have fun and relax.
7. To learn self-control and good sportsmanship.
8. To learn to make quick decisions in competitive situations.
9. To understand and practice teamwork.
10. To learn how to play active games on a co-recreational basis.
11. To learn to evaluate my own ability and behavior.

Table II

PATTERNS OF SELECTED ACTIVITIES

Classification	Choices	Number	Percent
1. Carry over	111	131	34.3
2. Non-carry over	112	146	38.2
	122	82	21.5
	222	23	6.0
Total		382	100.0
3. Aggressive	333	130	34.2
4. Passive	334	145	38.1
	344	84	22.2
	444	21	5.5
Total		380	100.0
5. Team Competitive	555	9	2.4
6. Individual Competitive	556	28	7.4
7. Non-competitive	557	13	3.4
	566	31	8.1
	567	60	15.8
	577	30	7.9
	666	18	4.7
	667	79	20.8
	677	85	22.7
	777	26	6.8
Total		379	100.0

Classification	Choices	Number	Percent
8. Vigorous	888	179	46.8
9. Non-vigorous	889	133	34.9
	899	49	12.8
	999	21	5.5
Total		382	100.0

NOTE: See Table III for definitions of these classifications and the activities included under each.

Table III

DEFINITIONS OF CLASSIFICATIONS AND ACTIVITIES INCLUDED

The definitions of the activity classifications are considered from the standpoint of the existing service class program.

1. Carry over activities:

Extensive participation in activities by adults due to the cultural popularity or the availability of facilities or limited physiological demands or the need for very few participants.

archery	dancing	handball	survey
bowling	diving	life saving	swimming
canoeing	fencing	skin diving	tennis
casting	golf	squash	volleyball
conditioning			

2. Non-carry over activities:

Limited participation in activities by adults due to the need for large numbers of participants or cultural unpopularity or excessive physiological demands.

basketball	hockey	touch football	wrestling
boxing	lacrosse	track	
gymnastics	soccer	tumbling	

3. Aggressive activities:

Activities which demand that personal attention be directed to the opponent or opponents and/or the equipment involved in the activity, rather than that personal attention be turned upon oneself.

basketball	hockey	swimming	volleyball
boxing	lacrosse	tennis	wrestling
fencing	soccer	touch football	
handball	squash	track	

4. Passive activities:

Activities which tend to turn action towards oneself rather than towards the opponent or equipment.

archery	casting	diving	skin diving
bowling	conditioning	golf	survey
canoeing	dancing	gymnastics	tumbling

5. Team competitive activities:

Activities in which the opposition is provided by more than two players.

basketball	soccer	hockey
touch football	lacrosse	volleyball

6. Individual competitive activities:

Activities in which the opposition is provided by one or two players.

archery	fencing	squash	wrestling
bowling	golf, adv.	tennis	
boxing	handball	track	

7. Non-competitive activities:

Activities in which the opposition is not provided by other players.

canoeing	dancing	golf, elem.	survey
casting	diving	gymnastics	swimming
conditioning	golf, beg.	skin diving	tumbling

8. Vigorous activities:

Activities which are relatively demanding from the standpoint of strength or cardio-respiratory-vascular systems.

basketball	gymnastics	soccer	touch football
boxing	handball	squash	track
canoeing	hockey	swimming	tumbling
conditioning	lacrosse	tennis, adv.	volleyball
diving	skin diving	tennis, elem.	wrestling
fencing			

9. Non-vigorous activities:

Activities which are not demanding from the standpoint of strength or cardio-respiratory-vascular systems.

archery	dancing	bowling
casting	golf	survey

Table IV

COMPARATIVE EVALUATION OF INSTRUCTION BY STUDENTS IN 1950 AND 1957

Statement	Pct. 1950	Pct. 1957
1. I think the instructor did a good job of teaching	92	92
2. I think the instructor did a poor job of teaching	4	6
3. The instructor gave no personal instruction to individuals	8	7
4. I was not informed of the grading plan	13	11
5. I do not believe the grade fairly represented my progress in the course	10	9
6. I was informed of the grading plan during the course	48	73
7. I was informed of the grading plan and believe it was a good one	42	66
8. The instructor gave me all the personal attention I had any right to expect	59	80
9. I felt the instructor was friendly and helpful	76	90
10. I felt the instructor showed partiality to some students	7	7
11. I felt the grading standards were too high	5	4
12. I felt the instructor knew his sport and knew how to teach it	66	84
13. I felt the instructor himself did not know very much about the sport	2	5
14. The instructor regularly met the class or provided a substitute	68	83
15. The instructor was absent from class more times than I thought right	2	3
16. The instructor was always neat and clean in his appearance	65	83
17. The instructor did not make a good appearance in class.	1	1
18. I thought the instructor interrupted the class too often to talk and gave us too little opportunity to practice the sport.	5	6
19. I thought the instructor was careless about safety in the sport	2	1
20. I thought the instructor was very careful about protecting us against injury in the sport	60	76

Table V

ALUMNI OPINION CONCERNING DESIRABLE EMPHASIS ON ACTIVITIES

Comment	Number
1. Emphasize recreational and carry over	21
2. Emphasize physical fitness	16
3. Balance of both	15
4. Student make choice with orientation period and guidance	8
5. Two quarters for fitness activities; one quarter for recreational.	2
6. Emphasize carry-over but require a certain degree of fitness first	1

PHYSICAL EDUCATION IN INDONESIA

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THE REPUBLIC OF INDONESIA proclaimed its independence in 1945, after being under Dutch colonial rule for over three centuries. Differences with the Netherlands prolonged final unification until late in 1949, when through United Nations negotiations Indonesia became a sovereign nation. Geographically it is a vast archipelago, consisting of many island groups spread over 3,000 miles between Malaya and Australia. Being in the tropical belt, the weather is generally hot and humid with considerable rainfall, except in the mountain regions where a more temperate climate prevails.

THE COUNTRY

Indonesia is a republic with elections held every five years. At present the government is under the presidency of Dr. Soekarno, the leader of the Nationalist Party. Other powerful parties include the Communists, Moselems, Christians, and Socialists. It has been estimated that there are almost sixty different groups vying for political recognition. Political unrest has been characteristic of Indonesia since its inception, impdeing progress in many agrea of domestic affairs.

Though rich in agricultural and mineral resources, the country is underdeveloped and dependent upon foreign imports. The four major islands of the Indonesian Republic are Java, Sumatra, Borneo, and Celebes, with Java the most highly advanced. Almost half of the total population of eighty million of the country reside on the island of Java, making it one of the most densely populated regions in the world.

Political and educational leaders of Indonesia are challenged by a complexity of internal problems in establishing a stable government and instituting improvements on all domestic fronts. As a nation of islands Indonesia lacks efficient systems of transportation and communication. Its heterogeneous population of many races and cultures was ninety-seven percent illiterate when self-government was first achieved.

*Material for this report was provided the author by Oen Bing Tiat, Director of Physical Education at the University of Padjadjaran at Bandung, Java. He is a graduate of the University of Indonesia and has also studied in Sweden and the Netherlands. One of the first physical educators from Indonesia to come to the United States for advanced study, he received the masters degree in education from Springfield collebe in 1958.

Though provisions for education have been extended, they are still far from adequate. Sanitation and medical facilities are poor, with but one physician available for every 70,000 persons. A low standard of living prevails, with poverty and ignorance in evidence throughout the republic. Under these unfavorable conditions it is expected that progress will be slow.

THE PEOPLE

Ethnologically, the greatest majority of the Indonesian population is of Malayan origin. Groups represented in large numbers throughout the islands stem from Micronesian, Polynesian, and Mongol stock. A variety of cultural patterns exist side by side, and the people have been inclined to preserve the mores and traditions characteristic of their own national origin. As a result, Dutch, Chinese, Arabian, and Indian customs are perpetuated wherever these groups are located.

During the period of Dutch rule the people of Indonesia had little opportunity to feel the impact of Western ideologies. In effect they were shielded from outside forces by their remoteness and the colonial nurturance of native social and cultural traditions. The predominant religion in the country is the Moslem faith. Buddhism, Christianity, and Hinduism are followed by smaller elements of the population. The island of Bali is the stronghold of Hinduism. Indonesia is a nation of cultural contrasts ranging from the highly religious and artistic Balinese to the primitive Dyak tribes who live in the interior of Borneo.

One hundred and ten Malayan dialects are spoken in various parts of the country. During the last ten years a national language has been developed. It is basically Malayan in content and represents the official Indonesian tongue. Called "Indonesian", it has progressed to the extent where it is used effectively in the schools. Classes in educational institutions are conducted in Indonesian, and improvements and refinements are being made continuously, to a point where a standard language form is in actual operation.

INDONESIAN EDUCATION

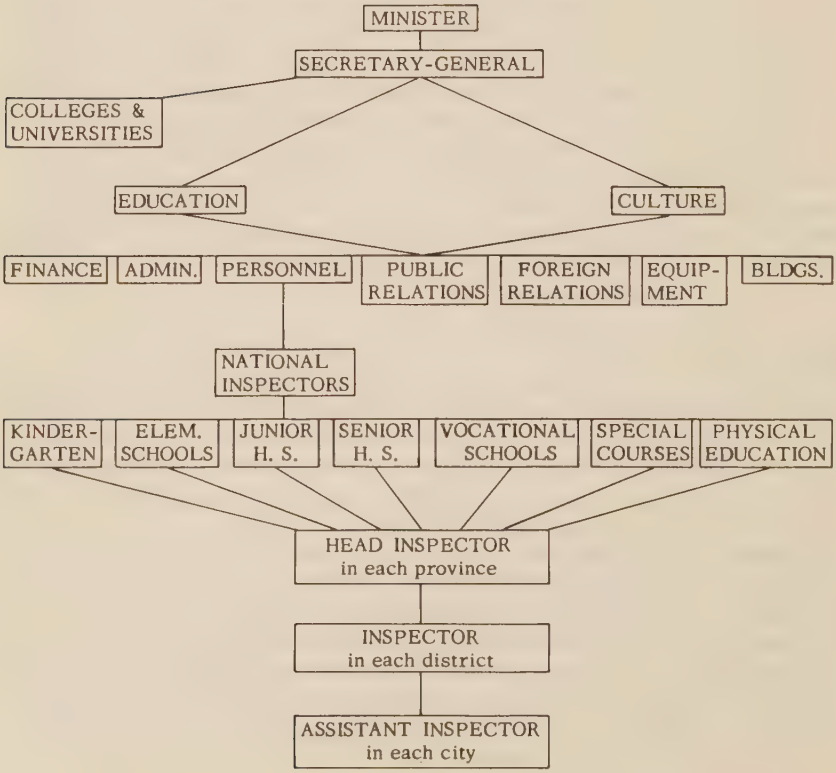
Education in Indonesia is nationally controlled and administered by the Ministry of Culture and Education. Teaching personnel at all educational levels are employees of the government and paid in accordance with a set salary scale. Salaries depend upon the preparation and experience qualifications of teachers. Within limitations, increments are granted for every two years of service.

Colleges and universities in Indonesia function as autonomous units in determining policies of operation. These institutions are dependent upon the government for financial support but exercise considerable freedom in the organization and conduct of their programs. There are five institutions of higher education with professional preparation programs in physical education, including three universities and two teachers colleges. In Java the University of Indonesia is located at Djakarta (part also at Bandung); the University of Padjadjaran is in

Bandung; and the University of Gadja Mada is at Djokja. Teachers colleges have been established at Tondano in Celebes and at Medan on Sumatra. Academic ranks accorded college teachers approximate those employed in the United States; professor, head lector (associate professor), lector (assistant professor), and assistant (instructor).

Public education at the elementary and secondary levels is conducted through seven specialized departments established to administer curricular offerings in kindergarten, elementary schools, junior high schools, senior high schools, vocational schools, specialized teaching courses, and in physical education. The government recognizes physical education as an important part of the country's educational system. A national administrative officer (Inspektur Pusat) is responsible for the program in each of these areas. At the local levels each department is represented by a head inspector (Inspektur Daerah) in a province, and inspector (Inspektur Kotta) in a district, and an assistant inspector (Instructor) in a city. The diagram which follows depicts the original framework of Indonesian education.

MINISTRY OF CULTURE AND EDUCATION



PHYSICAL EDUCATION IN INDONESIA

Physical education was introduced into the senior high schools of Indonesia in the early twenties. Prior to gaining independence there were but fourteen secondary schools in the entire country. Under these conditions physical education had little impact on the people. With education extended to greater numbers, it is expected that physical education will exert a greater influence in the future. Presently physical education is required in all elementary and secondary schools, with classes meeting twice a week for forty-five minute periods. Activities taught in the Indonesian schools include: the international games like soccer, basketball, field hockey, speedball, and volleyball; track and field activities; gymnastics and calisthenics; aquatics; national dances; and "pentjak", the national art of self defense. As yet programs of physical education have not been developed at the college level.

Basic guides for the conduct of programs in the Indonesian schools have been established as a result of a national survey to determine specific needs. Through the leadership efforts of Oen Bing Tiat a national meeting was called in June, 1957 at Bandung, at which time a National Council of Physical Education was organized. Physical educators from all parts of the country attended, as well as representatives from the medical profession and the armed services. After a careful analysis of survey reports, several principles evolved for the direction of Indonesian physical education.

Since the health status of the population is sorely in need of improvement, every attempt is made to integrate physical education with health education. Wherever possible activities are adapted to regional economic resources, geographic conditions, and vocational pursuits of the people. Consideration is also given to establishing programs which are closely related to the racial and cultural character of people. Economic and technical conditions prevent the expansion of facilities or the purchase of foreign made equipment, making necessary fullest utilization of the natural terrain and extensive equipment implementation.

PROFESSIONAL PREPARATION IN INDONESIA

Despite Indonesia's relative infancy as a sovereign nation, forward strides have been taken in the development of courses of study for the preparation of physical educators. Several forms of curricula are offered, each qualifying an individual for teaching physical education at a particular school level. Successful completion of any one of these programs assures students of automatic certification by the Ministry of Culture and Education. Only holders of certificates or diplomas from institutions sponsoring these programs can seek employment in any part of the country. Close to 3,700 students are presently enrolled in one of the following four types of professional preparation.

1. College preparation- Five institutions offer programs leading to the bachelor's degree after three years of study, qualifying teachers for the elementary and junior high school levels. Two additional years

of preparation lead to the equivelant of a master's degree and certification for senior high school teaching. The average enrollment of students preparing for physical education on the college level numbers eight hundred.

2. Special course (phase 1)- Holders of a "teachers diploma" are eligible to enroll in a two year course of study referred to as the B1 curriculum. In Indonesia the teachers diploma may be earned after completing junior high school plus three years of preparation in institutions similar to normal schools. Upon completion of the B1 series of courses a person is certified to teach physical education in the junior high school. Approximately three hundred and fifty students are studying in this program.

3. Special course (advanced phase)- This curriculum involves two additional years of preparation in physical education beyond the elementary phase described above. Known as the B2 course of study, it qualifies teachers of physical education for the senior high school. There are but thirty students in the entire nation taking work at this advanced level.

4. Schools of physical education (Sekola Guru Pendidikan Djasmani)- Nine schools located in various parts of the country prepare teachers for elementary school physical education. Students are admitted to this four year program of study upon graduation from junior high school. The largest number (2,500) of physical education personnel are being prepared at this level.

PROBLEM AREAS IN INDONESIAN PHYSICAL EDUCATION

Physical educators in this new nation are confronted with many difficulties in their attempts to develop satisfactory programs. Political uncertainty, economic instability, technological backwardness, illiteracy, and inexperience are forces which directly influence their efforts.

A major obstacle to be surmounted is the development of professionally prepared leadership. In all of Indonesia there are but twenty-seven persons who are academically qualified to assume teacher preparation responsibilities on the college level! This scarcity is even more apparent in some of the related specialized areas. Physicians are pressed into part-time service to teach physiology, anatomy, and related health education courses. Teaching loads are heavy, and demands made upon qualified personnel are over-taxing.

With little or no national heritage other than a European concept of physical education, any unique or creative advance in the field must be accompanied by considerable readjustment and reorientation. Resource materials are meagre, and the dissemination of information on current developments is difficult to accomplish satisfactorily.

Small budgets prevent the expenditure of funds for physical education equipment and professional books which are sorely needed. With equipment at a premium, teachers are forced to improvise in order to increase the scope of program offerings. Handicapped by a lack of professional books and periodicals, teachers share their

personal libraries with students. Activity facilities are wholly inadequate, and overcrowded conditions prevent maximum teaching efficiency. The cost of constructing additional facilities at this time would be prohibitive.

Though many hardships face physical education in Indonesia, improvements are being instituted gradually. During this period of transition serious consideration is given to developing programs suited to the needs of the country and its people. Efforts are being made to continue to send key personnel to the United States for advanced study. Although the number of these people is small, they are dedicated to the task which faces them at home.

Educational progress in Indonesia can only occur as greater governmental stability is achieved. Improvement of national conditions will depend largely on the extent to which the level of education of the people is raised. Future advances will be initiated if understanding professional leadership can be secured from abroad to provide necessary technical advice and direction.

PHYSICAL EDUCATION AND ATHLETICS IN AFGHANISTAN

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Education in Afghanistan is unique in a number of ways, two that are perhaps more outstanding than the others is the fact that the school year consists of one "king size" semester beginning in March and continuing to December. Vacation is during the winter months when the ministry of Education finds it impracticable to try to heat the classrooms. That this is a problem can be understood when one realizes the capital city of Kabul, where practically all the institutions of higher learning are located, is approximately 6500 feet in elevation and is ringed by mountains of the Himalayas that rise to 18,000 to 20,000 feet.

In July 1956 when, at the request of the Afghanistan Government, I was sent to that country by the Asia Foundation I had little idea of the part physical education played in their educational system.

Specifically my position was that of Advisor to His Excellency, Dr. Ali Ahmed Papol, Minister of Education on matters concerning Sports and Athletics. I was somewhat puzzled by the apparent redundancy in the title but I soon found out that sports meant games such as soccer, field hockey, volleyball and calisthenics whereas athletics meant track and field!

On the occasion of my first audience with Dr. Papol, His Excellency proceeded to tell me of the plans the ministry had for developing "Sports and Athletics" in their country. Specifically, he desired a program that would be compulsory in nature which would serve all grades from the first up through the university level. That such a program would have to be geared to the various age levels or abilities I

am sure never occured to him. As a point of beginning I informed His Excellency that no recommended program could be devised until a complete survey had been conducted which would be for the purpose of determining hours available, facilities, equipment on hand, numbers to be served and lastly availability of teaching personnel. Permission for the survey was readily granted and an interpreter assigned me to bridge the language barrier. Though most of the administrators and teachers at the college level can speak some English, seldom does one find anyone of the teaching staff at a primary or intermediate school who can understand English. The languages used in Afghanistan are predominately "Pashto" or "farsee" both being offshots of Persian.

For the purposes of this paper I shall confine my remarks only to the level of the educational system that qualifies as being college or university in caliber. Whereas the University of Kabul is the only university in the land, there are several colleges all of which are located in Kabul the capital city. Actually these colleges conduct courses to about the level of our junior colleges, that is the sophomore year. There are four such colleges in Kabul: Esteklal patterned after the French Lycee and using the Franch language as a medium of communication; Nedjat, following the traditional German pattern and conducting classes in German; and Habibia and Ghazi which use English as the medium of instruction. Habibia is the so called American school while Ghazi follows the pattern of the English day school.

In addition to these schools there are in Kabul several technical schools and one teacher training school, Darul Mo'Allamein.

My survey of these schools produced some interesting facts that had a great deal of bearing upon the plan I was to follow in trying to upgrade physical education in that far off land! I found, for example, that most of the administrators took a very dim view of the importance of physical education in the curriculum. Efforts to determine the reason for this attitude indicated in most cases that their feelings were based on:

1. The status of the physical education teacher. Since no training was required of those who handled the classes, physical education teachers were lacking in prestige when compared to science, math and history teachers.
2. Lack of program. With no prescribed program, centrally administered, each instructor was free to conduct or in some cases "not conduct" his program as he saw fit. As a result no school had a program that reached all students. Some had programs only for the so called varsity teams while others had no program whatever, being referred to only on paper as part of the curriculum.
3. Lack of Equipment and facilities. This undoubtedly was one of the big draw backs and in order to understand this a person must realize the difficulty that exists in getting equipment into Afghanistan. Lacking the industry to develop sports equipment, Afghanistan must import all such items and in the absence of

railroads, everything must be brought in by air via DC 3-s or brought in via truck over abominable roads or on the backs of camels that made up huge caravans. Very few fields, as we recognize them had been developed, courts were all of the outdoor type and unsurfaced.

4. The absence of any one individual or group of individuals who could interprete the values of physical education to the people. Normally we here at home regard this as one of our responsibilities as physical educators but bear in mind the status of the physical education teacher in Afghanistan. He was in no position to sell physical education to his administrator or the public.
5. Another fact that tended to stand in the way of the advancement of physical education was the belief by most all persons concerned that the youth were not strong enough to participate in the program. The poverty of the nation and the inability of the students to obtain enough food was constantly being used as an excuse for not having a program. In their minds the students were too weak to take part! Incidentally, examination and observation of some 2,000 of their youth of college age did produce some interesting facts.
   1) Average weight of college age youth was 121 pounds.
   2) An amazing lack of balance when given standard balance tests.
   3) Decided lack of strength in the shoulder girdle.
   4) Exceptional stamina when participating in games that required a great deal of running such as soccer or field hockey.

Faced with this multi-fold problem the question of where to start in the building of a program of physical education was indeed a profound one. After viewing it from every angle it was decided that the first step and perhaps the most important one, would be through the medium of establishing a school to train physical education teachers. It was felt that with trained personnel, the prestige of the program could be improved, the program could be properly interpreted to the public, facilities and equipment could be obtained or constructed and lastly the idea that their youth were not strong enough to participate could be dispelled.

Accordingly, in a lengthy report submitted to the Ministry I outlined a program that was designed to improve the physical education program of the Kabul schools and to eventually lead to improvements in the programs of the provincial schools. Whereas the report contained some twenty three recommendations, outstanding among these was the one calling for the establishment of a school for teachers. After much delay, which I later learned was brought about by the review of the program by the Prime Minister, a "supreme" committee was appointed consisting of the various ministers of Health, Education, National Defense and Mines along with the President of the University, Presidents of two colleges plus the national Director of Sports and Athletics. To this committee was later added the Director of the Olympic

Federation, Prince Farouk Seraji. The job of the committee was to implement the recommendations contained in the report, especially the one concerning the school, to which the committee in its first action bestowed the name of "Sports School".

At the request of the Committee a curriculum was prepared that called for a three year course which included certain phases of their traditional educational pattern and to which was added a good portion of professional courses as we recognize them here in the United States. Completion of this three year course would permit the individual to teach in the primary and intermediate schools. At the end of each of the first two years of teaching the individual was required to attend a winter session where more advanced work would be taken. Completion of these two winter sessions would certify one to teach at the secondary or college level.

Specifically the course of study was as follows:

First year --	Foreign Language
	Modern World History
	History of Afghanistan
	Personal Health
	First Aid
	Fundamentals of Biology
	Nutrition and Health
	History of Physical Education
	Activities for Gymnasium (Gymnastics and Tumbling)
	Public or Community Health
	Sports
Second year --	Fundamentals of Speaking
	Growth and Development of the Child
	Principles of Physical Education
	Treatment of Injuries and Conditioning
	Fundamentals of Physical Science
	Educational Psychology
	Methods of Teaching Swimming
	Methods of Teaching Track and Field
	Manuscript Writing
	Sports
Third year --	Administration and Organization of Physical Education
	Procedures of Teaching Physical Education
	Methods of Teaching Basketball
	Methods of Teaching Soccer
	Methods of Teaching Wrestling and Boxing
	Methods of Teaching Tennis
	Audio Visual Education
	Practice Teaching
	Sports

1st Winter Session -- Physiology
Kinesiology
2nd Winter Session -- Human Anatomy
Corrective Physical Education

The selection of a teaching staff posed quite a problem for there existed no personnel to draw from. As a result the government brought in two German instructors and one Japanese youth who had been a member of the Japanese Olympic team. To these was added another German chap who was serving as a Boy Scout organizer and my own services. The regular teaching staff of Darul Mo' Allamein was given the responsibility of handling the non-professional courses whereas the faculty of the University of Kabul Medical School were to handle the winter session courses when they were to start in the winter of 1959-60.

With the organization of the curriculum and the development of the course schedule only two problems remained to be solved. The Ministry had requested that an equipment list be drawn up for the school and that a clothing allowance be designated for each student. This was of course not too difficult to handle though I must admit that the listing of a clothing allowance had me puzzled. This was not the usual gym suit, sweat suit allowance generally issued in our schools but was to include shirts, suits, and shoes for special occasions! However, the problem that gave the most difficulty was that of arranging a diet for the students. The Ministry felt it was necessary that a special diet be provided for the students of the Sports School. This belief, of course, was based on the thought previously referred to, that the average student could not participate because his diet was too meager. Therefore if we were to subject our students to this rigorous program, more food must be provided. Upon being informed by the Ministry of their wishes along this line I immediately tried to determine the diet of the average student. I was informed that the daily food allowance for the regular boarding student of the college consisted of the following:

1 gr. of tea
20 gr. of sugar
Oils, 60 gr. with rice or if vegetables are substituted for rice, 50 gr. of oil
Rice 275 gr.
Vegetables 300 gr. with rice or 600 gr. if without rice
Nan (bread) 3 loaves 400 gr. each
Fruit 40 pul (approximately 1/4 cent)
Salt 10 gr.
Gooste (meat) 220 gr.
Onions 30 gr.

With this information I proceeded to the local UNESCO representative and with their help was able to work out a supplementary diet which included:

16 oz. of milk or 2 oz. of cheese
Fruit of high acid content
Dried fruits for additional sugar
One egg per day

Unfortunately the Ministry due to financial stress was not able to provide the recommended one egg per day but all other items were incorporated into the daily food ration of the Sports School student.

The school was dedicated on May 18, 1957 less than six months after the appointment of the committee. It is now in the second year of operation with fifty youths. The Afghans being a Moslem people do not use the Gregorian calendar and by their own calendar these boys will graduate the 14th day of Quas, 1338 (December 6, 1959) and with that day physical education in Afghanistan may well be entering a new era!

AN EXPERIMENTAL PROJECT IN UPGRADING PROFESSIONAL EDUCATION

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THE PROJECT of the Northwest Council on Teacher Education Standards for Health, Physical Education and Recreation has far wider implications than the concept of "An Experiment in Evaluating Professional Education." The project is better described as a program of upgrading the teacher education programs in health and physical education on a regional level. The major media of the upgrading has been centered around an evaluation process. The purpose of this discourse is to present in quick summary of the broader implications resulting from the participation in such an upgrading program.

This discussion is presented under the following headings:

Benefits Received by Participating Institutions
Values of the Regional Approach vs the National Approach
Accrediting Programs vs Self Improvement Programs
Future Plans

Benefits Received by Participating Institutions.

If one were to isolate the various values of this project and attempt to indicate which was the most important it might be said that the values to the individual particpating institutions is probably the most important.

The process of developing standards and an instrument to evaluate institutions in terms of these standards result in a number of benefits for the participants.

The process of studying the "market" to which the "product" of these teacher education programs go has obvious value. Through this process each school tends to study the adequacy of what their program provides in terms of what their graduates will teach. It further causes the institutions to take a good look at the objectives of their program.

The development of the instrument itself provided a wonderful medium for the exchange of ideas and practices by the members of the council. As pointed out in the historical review of the development of this project the various council members spent many hours on independent work and many more hours around the conference table. In the discussions around the conference table each institution garnered many new ideas and re-affirmed some traditional practices.

The actual evaluation of the member institutions has been a tremendous motivating factor in the improvement of the program of each institution evaluated. As an institution prepares for the visit of an

evaluating team it becomes vitally aware of the status of its program in respect to curriculum, student personnel, facilities and equipment, and staff. Course outlines are studied and re-written. Personnel records are screened and brought up to date, facilities are cleaned, polished, and inadequacies noted. Equipment is inventoried, staff is scrutinized as to quality and load. A further result of this whole evaluation is a better informed faculty in the institution being evaluated. By the same token departmental and institutional administrative heads become more aware of the program, its status, and its needs.

The members of the visiting evaluation team in getting a close look at a functioning program (in addition to a lot of hard work) have a wonderful opportunity to pick up new ideas.

Values of the Regional Approach vs The National Approach.

The regional approach to upgrading teacher education programs provides a better possibility for common area and interest groups to meet in smaller groups. At the same time greater participation is possible by individual staff members than would be possible on national programs of a similar character.

When institutions who will use the standards participate in their development the instrument is better understood and more readily administered.

Such a regional organization makes it possible to re-evaluate member institutions at much more frequent periods than it is practical for official accrediting and national agencies to evaluate.

Functioning on the regional level makes it possible to meet more adequately and specifically local needs. One of the major criticisms tendered concerning previous evaluation programs has been the lack of specificity in many of the standards. Perhaps this has been necessary because these standards covered wide variations in institutions not only in size but in character function, and location. These variations have influenced many evaluation instruments into broad generalities. The regional self-improvement approach to upgrading teacher education in physical education has made it possible to equalize some of these variables and arrive at more specific components of what is involved in a good program of teacher education.

The national approach on the other hand has a much wider and richer wealth of experience and knowledge from which standards groups may draw. This means perhaps if the source is greater more value may be received. With these factors in mind it can well be assumed that the prestige of such national standards and evaluations programs will receive greater prestige and recognition.

It is the contention here that one need not make a decision as to which approach the national or regional is the best. They both have value and their place in the improvement of teacher education programs in physical education.

Accrediting Programs vs Self Improvement Programs.

Just as in the case of the regional vs national program there is a

place in our professional operations for both the accrediting programs and the self-improvement approaches to improved programs. One will find little or no professional argument against the desirability of having officially recognized and established accrediting agencies. Such official minimum standards have their place for the protection of the public and professional education.

The question that perhaps was instrumental in the development of the Northwest Council on Teacher Education Standards in Health, Physical Education, and Recreation was the question. "Are official accrediting standards adequate to determine what comprises a good teacher education program?" It was felt the emphasis was on minimum programs rather than good or adequate programs.

It can well be stated here that the project of Northwest Council is not and never has been concerned as an accrediting program. It is in philosophy and practice a voluntary "self improvement" program for the members of the Northwest Council and any one else that chooses to participate. However, it should not be said that it is not a force for the improvement of the programs of a non participating schools. The force that it may generate is through the status and competition factor of better programs. If an institution is limping along with a "Model T" teacher education program and a neighbor institution is riding with a neighborhood of "Quality Car" programs it becomes obvious there are pressures to improve.

Future Plans.

The plans of the Northwest Council on Teacher Education Standards in Health and Physical Education calls for first a completion of the evaluation of all member institutions. The next step is another revision in the standards for physical education followed by the development of comparable standards for Health Education and Recreation. The council members are proud of the results of their work but this is not a selfish project. We are sharing and want to share it with other members of the profession. With this in mind it is the hopw of the council that other institutions will avail themselves of the results of our experience.

In summary then: the benefits are many to regional participating agencies in self improvement for both regional and national programs. Likewise there is a place for official accrediting programs as well as voluntary self improvement programs.

Finally accept our offer and share with us our experiences in self-improvement through professional standards.

AN EXPERIMENTAL PROJECT IN EVALUATING A PROFESSIONAL UNDERGRADUATE PHYSICAL EDUCATION PROGRAM

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A review of literature on professional physical education shows that considerable study has been given, in the last decade, to the improvement of the undergraduate physical education program.

The teacher education standards in physical education, presented in this paper, stem from the intense interest of physical educators in the four largest public educational institutions in Oregon and Washington (University of Oregon, Oregon State College, University of Washington, and State College of Washington) to upgrade their undergraduate teacher education program.

The Northwest Council of Teacher Education Standards was proposed at the Northwest District Convention for Health, Physical Education and Recreation, at Boise, Idaho, in 1951, by the Deans of the Schools of Physical Education of these institutions.

A Council was formed with membership composed of two officials voting delegates from the physical education departments of each of the aforementioned institutions. One delegate represents the women's department, the other, the men's department. The administrative deans are ex-officio, non-voting members. The writer represents the men's department of physical education, State College of Washington, on this council and was chairman for a two year period during the development of the standards.

In 1953, the first meeting of the Council was called in Portland, Oregon, by Dr. Claire Langton, of Oregon State College. Thus, the Northwest Council for Health, Physical Education and Recreation became a reality.

The purposes of the Council as developed at the initial meeting, are:

1. To make more effective the administration of professional study programs in health education, physical education and recreation; to stimulate scholarship and research in these fields of study; to develop professional ideals in these areas of service; and to improve the quality of personnel entering these professions.
2. To establish minimum standards for the preparation of teachers of health and physical education and to make these standards known to administrators in the northwest.
3. To cooperate with other agencies which directly or indirectly are interested in and concerned with these objectives.[1]

Subsequent one and two day work sessions were held periodically between 1953 and 1956, at which time committees made progress

[1] Teacher Education Standards in Physical Education, The Northwest Council on Teacher Education for Health, Physical Education, and Recreation, 1956.

reports on the development of standards. After considerable refinement the standards were presented in bulletin form, in April 1956.

The teacher education standards as developed and presented in the bulletin were listed under four main areas: Physical Education Undergraduate Curriculum Standards; Student Personnel Program Standards; Facilities, Equipment, and Library Standards; Staff Standards.

The Committee points out that the standards are not considered comprehensive in that they cover all the factors which should be considered in the preparation of teachers, nor are they considered final or complete in the case of each standard. The standards listed are some which are to be considered of first importance. The Council emphasizes the point that the standards are not considered final and that it may be desirable, after application, to study and re-direct some of them.

A 10-point sliding scale was developed, which offers institutions using the instrument, an opportunity to evaluate in varying degrees, the extent to which they meet various standards. This 10-point progressive scale is applied to each item and can be used to answer questions of evaluate judgement. In adapting the scale to each item an estimate of satisfactoriness, completeness or effectiveness can be indicated.

UNDERGRADUATE CURRICULUM STANDARDS

A total of thirty-two standards are listed under the area of curriculum.

The specific purpose of the schedule under the area of curriculum is to provide an opportunity for an institution to evaluate its undergraduate curriculum in terms of recommended minimal standards. This should make it possible for an institution to recognize its strengths and weaknesses.

There are three main divisions under the curriculum area: General education which comprises General Foundation Cources, Foundation Science and Applied Science; Professional Physical Education; Professional Education. Each of these three divisions lists designated course areas.

The evaluation schedule includes certain minimal requirements deemed essential for adequate training of physical education students. Its application involves the use of three types of standards:[2]

1. Minimal Representation. Minimal representation is mandatory in the first section dealing with general foundation courses.
2. Standards in terms of minimal quarter credits. Standards are set in some sections. In these areas it is the intent that the minimum quarter credit standard be met by means of a selection from the indicated sub-areas. It is not mandatory that all of the sub-areas be represented.

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[2] Ibid., P. 3.

3. Total credits. In the professional education section, because of varying state certification requirements, the standard is set in terms of total credits in professional education with courses to be selected from specific categories.

STUDENT PERSONNEL PROGRAM STANDARDS

The student personnel program is a fundamental phase of professional preparation for physical education teachers. The program is based on the acceptance by the school, or department, of the responsibility to establish procedures for helping students (a) to understand themselves through discovering their own needs, interests, and capacities; (b) to formulate their own goals and to make plans for realizing them; and (c) to evaluate their programs in reference not only to self-realization but also to society as a professional worker in the area of physical education.[3]

The student personnel program standards are divided into six areas, as follows: Organization and Administration of Student Personnel; Recruitment; Selective Admissions; Continued Selection; Guidance and Counseling; Placement and Follow-up. A total of 55 standards are listed for six areas.

Comprehensive check-list items are provided, under some standards, in certain sections of the evaluative schedules. The Council does not expect that any institution being evaluated will necessarily check all items, but, because of wide variety of services in this area, it is felt that a comprehensive list is necessary to an over-all rating of the scope and effectiveness of the institutions' personnel.

FACILITIES, EQUIPMENT AND LIBRARY EVALUATION SCHEDULE

"The professional physical education teacher education program requires special and extensive facilities to provide adequate and sufficient teaching stations. This is equally true for kinds and amount of equipment and material. Library resources are recognized as basic to an adequate and sound educational or teacher education program."[4]

The evaluation schedules present minimum essential standards on facilities, equipment and library.

Facilities.

Eight standards are listed under indoor facilities. The instrument is so arranged that numerous activities can be rated against each of the eight standards. An over-all score is, then, computed for all.

Likewise numerous activities may be rated in outdoor activities by seven standards listed, and an over-all score computed.

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[3] Ibid., P. 11.
[4] Ibid., P. 22.

Other sections under facilities are swimming pool, service facilities (laundry, locker rooms, shower rooms, etc.) and class rooms for professional physical education classes.

Equipment.

The standard states that "Equipment of sufficient quantity and quality is provided for the recommended activities listed below."[5] There are nine main activity headings, as follows: Adaptive and Corrective; Aquatics; Combative (men); Games and Contests of Low Organization; Fundamentals of Body Movement; Gymnastics; Individual and Dual Sports; Team Sports; Rhythmics.

The equipment rating, according to the evaluative sliding scale, is set up to rate each of the nine main headings, indicating the extent to which equipment is provided for the various activities listed as subheads under these main headings.

Library.

The sections to be rated under library are: Books; Periodicals, Phamphlets and Proceedings; Audio-visual Materials; Library Procedures. There are a total of 26 ratings for the four sections given. Standards are concerned with number, scope, caliber, availability and library procedures.

STAFF STANDARDS

The quality of instruction in the physical education teacher education program depends largely upon the experience, educational background and personal qualities of the staff. A reasonable work load, time for individual and departmental activities and encouragement of professional growth contributes to the effectiveness of a teaching staff.

The evaluation schedules comprise four main areas: Number of Staff; Qualification of Staff; Teacher Load; Professional Status. Each main area lists a varying number of sub-areas. Twenty-four ratings are listed for the area Staff Standards.

To determine the effectiveness of these teacher education standards on undergraduate professional physical education, the Northwest Council decided to apply them first to the programs of the member institutions. This plan is now in progress.

SUMMARY

The Northwest Council on Teacher Education Standards for Health, Physical Education and Recreation listed purposes in its first meeting in 1953. Member institutions cooperating in the study were University

[5] Ibid., P. 29.

of Oregon, Oregon State College, University of Washington and State College of Washington. Standards were developed within the period of 1953 to 1956. In 1956 the standards bulleting was published. The main areas covered by the standards are: Curriculum; Student Personnel Program; Facilities, Equipment, and Library Standards; Staff Standards. Rating of standards is provided by a 10-point sliding scale. The member institutions are now evaluating their physical education programs by these standards.

CASE METHOD TEACHING OF HUMAN RELATIONS AND ADMINISTRATION IN PHYSICAL EDUCATION AND ATHLETICS

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The case method is an approach to the teaching of human relations and administration that the field of health, physical education, and recreation has not yet met. This is a teaching method where students, perhaps for the first time, read, analyze, and then discuss "real life" administrative problems which they may face in the future. The emphasis is on careful analysis and "digging" for facts.

It would seem logical to experiment because it is attracting so much attention in the business field, as well as in educational administration and the social sciences. It is generally called The Case Method (or Case Plan) of teaching human relations and administration as employed by the Harvard School of Business Administration and its Canadian counterpart - The University of Western Ontario School of Business Administration.

Many who have administered programs, and who have perhaps taught "the administration course" in the major program, have felt that there was much to learn. Of late there has been so much talk about "democratic administration." It has been tried to varying degrees. Instructors have tried "to teach administration" more effectively. They have tried group discussions, while they, as instructors, guided the outcomes. Sometimes they divided the classes into committees and assigned group projects. They gave many different types of readings and assigned term papers. All these techniques have been helpful and have served to break away from the traditional, monotonous, unilateral type of teaching. Despite all these "remedies," typical student reaction has not indicated that the content of such courses has been most worthwhile.

Facing this problem we came to realize that there must be a better way. Through a great deal of reading, conversation, and experimentation, we are now recommending that serious consideration be given to the Case Method Approach.

THE OBJECTIVE

What is the objective of such a course as this in administrative practice? The primary objective is undoubtedly to increase each student's capacity to work effectively with others. The ability to lead on many occasions, to follow in other situations, and to cooperate at all times is absolutely essential. Students can be helped to develop an attitude and a point of view toward administrative practice. This method will help to give them a frame of reference in which they can develop. They will be actually preparing themselves for positions of responsibility in physical, health, and recreation education at any level of the educational system. They will be working with others in a plan to accomplish aims, which have been devised and carried out through group effort.

TEAM EFFORT

We, who have had so much experience in athletics, can realize much more fully than others that group effort means literally "team effort." We know that a team can best achieve its goal by unselfish co-operative play throughout the game. Each individual has to carry out his duties to the best of his ability. He may desire personal prestige and gain, but, above all, conditions are most desirable when he makes his own interests secondary and strives to help in the drive for eventful team victory.

FACTUAL KNOWLEDGE IS IMPORTANT

We are not minimizing the importance of factual knowledge. The administrator must possess a certain store of facts about the nature of his work. He must know where to find information, so that it will be readily available. These abilities, however, are not the main attributes which characterize a good administrator. The important qualities are the ability to work co-operatively with others; the ability to think and act responsibly; and the ability to provide an "atmosphere" where co-workers will have the opportunities to work effectively and with true satisfaction as members of the group.

DEVELOPING AN "ADMINISTRATIVE FRAME OF MIND"

We must help students develop an "administrative frame of mind." They can't achieve this by merely reading assignments and discussing them, although this method certainly helps to increase understanding to a certain degree. Through the case method the students and the instructor will meet new situations constantly. These situations can't help but be characterized by facts, half-facts, and opinions.

NO ANSWERS HERE

If the student hopes to find "answers" in a case method text, he will be badly disappointed. He will find a certain number of opinions, which may be correct in those situations to which they apply. Our answer is an answer, but we cannot state unequivocally that it is the

answer. Mature instructors with administrative experience are asked to recall the many problems which they have encountered. Many of you studied the "principles of physical education" in your undergraduate and graduate careers. How many times were you able to lift these "principles" out of context and apply them to the problem at hand without considerable adjustment? How many of these principles were you forced to by-pass because of the practical considerations of the moment? The administration may start action "according to the book," but what happens then depends on so many unforeseeable factors which enter into the situation day after day, year in and year out.

A SUPPLEMENT TO EXPERIENCE

We must confess that we don't believe the case method of teaching human relations and administration is an infallible substitute for experience. We do maintain that it does expose the students to a variety of cases taken from the field which they are preparing to enter. Facing these concrete situations, it is then the responsibility of the instructor to guide them in such a way that they arrive at a solution by constantly examining and re-examining all the relevant facts that are known.

AN OPPORTUNITY FOR THE STUDENTS REASON

With this approach we do not ask the student what he believes about the importance of athletics in the educational system. Answering from his background in a course on principles, he might say that he believes strongly "that competitive athletics under competent leadership should be an integral part of every school's educational program." How has this "experience" helped the student to act in a given situation?

We do present the student with an actual case situation where his principal has made the statement that "athletics are all right in their place." Furthermore, this particular principal has control of the budget and he tells the athletic director that no "regular school funds" are going to be diverted to an extra-curricular activity, the outcomes of which are questionable. To back his stand further, the principal knows that certain influential members of the school board agree with his position one-hundred per cent. Certain other relevant facts, half-facts, and opinions are made known to the student also about this particular school. Now what does the student think? To whom does he turn for support, if he puts himself in the place of the athletic director? Does he resign on the spot? Not if he wants another job! Does he begin to criticize the principal publicly at every opportunity? Does he begin to curry favor with the chairman of the school board, whose son is a second-string fullback on the football team? Or what does he do? One thing is certain, he can't start "spouting" his principles of physical education. Furthermore, he can't "play God" and fire the principal summarily in order to give the "kids in the school a break."

NO EASY METHOD OF TEACHING

A word of warning is necessary, in case you are beginning to think

this approach to teaching human relations and administration, has merit. Possibly no method of learning is more demanding of the student's time, effort, and interest. There are no ready-made general theories. A certain amount of confusion and frustration will often be felt by the class members. The instructor also may have certain misgivings. What kind of a technique is this case method?

NO FIXED FORMULAS

We can promise you that after a few months the students will begin to "see the light." Perhaps for the first time in their lives many students will feel the satisfaction of independent, concrete, and responsible thinking. Students will gradually realize that fixed formulas and established "principles" are next to useless in specific situations. They will come to understand that we can't dream idly about moral and ethical principles. What is needed is a step-by-step pattern to bring the various factions into some sort of harmony so that some progress can be realized.

INSTRUCTOR NEEDS RESTRAINT

We must mention further that the instructor will have to exercise great restraint, because, you see, we "know the answers." That is, we tend to think we do, and some of us more than others. We must realize that we can't suddenly fall into the trap of giving the students the answer to the problem being discussed, because we actually don't have it! Basically, the role of the instructor is essentially that of the wise administrator.

SOME PRACTICAL SUGGESTIONS FOR THE INSTRUCTOR

1. Do not try to copy someone else's formula for the teaching of a class by the case plan of instruction.
2. When using this approach, find out what the problems are before you try to give any answers.
3. Be certain that you, as the instructor, understand just what point the student is trying to make. Don't reject his idea summarily if you disagree. Don't accept his theory at once if you concur.
4. Frequently when a student asks a question, the instructor's best answer may be to ask another question.
5. Later on in the course the instructor may suggest some approaches which the students seem to have missed. To do this at first may be disastrous.
6. Remember that your task is to help your students develop their powers of perception and discrimination.
7. The discussion should be based on the case in question, but allow your students to develop those points of interest in the situation that seem promising to them.
8. A student will talk about those points which are interesting to him. Soon the class will realize that all must pay attention to what the individual is saying.

9. Instructors can help a great deal by holding unwarranted assumptions up tactfully for inspection by all.
10. It is often easy to detect the biases of others; to be able to realize your own prejudices is most difficult.
11. When the students refer back to actions or words of a person involved in an earlier case, make sure that the class understands that there is no such thing as a principle that can be applied to help solve all problems of a similar nature.
12. Don't come to class prepared to lecture on a certain aspect of the case at hand.
13. You may feel insecure when students demand answers to the many problems they are considering. Don't fall in the trap and give them your answer on any and all occasions.
14. If your students feel discouraged and frustrated with this approach, discuss their feelings fully and frankly.
15. If at times you feel that you must make a point clear to the class, do so and then leave it be. Remember that you can't make them learn!

*For Bibliographical Materials pertinent to this report write to author.

CASE STUDIES IN THE ADMINISTRATION OF INTERCOLLEGIATE ATHLETICS FOR MEN WITH REFERENCE TO THE MEMBER INSTITUTIONS OF THE COLLEGE OF THE CITY OF NEW YORK

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The purpose of this study is (1) to identify some problems in the administration of intercollegiate athletics in the Member Institutions of the College of the City of New York; (2) to make case studies of the problems in these institutions; (3) to relate the problems existing in these colleges to each other; (4) to compare the problems to the principles that bear upon them; (5) to determine by means of a survey the current practices regarding these problems; (6) to analyze the cases in terms of the principles and current practices; (7) to draw generalizations from the facts presented in the cases, the results of the survey and the principles involved; (8) to make recommendations and suggestions to the Member Institutions of the College of the City of New York based on the generalizations derived from studying the problems; and (9) to provide cases that may be used for teaching.

The problems studied are as follows: academic eligibility, amateur status, the faculty committee on intercollegiate athletics and program allowance for coaching. Inability to reconcile these phases of intercollegiate athletic programs with the principles upon which they should

be based causes them to become problems. In the instance of amateur status, the principles themselves are in a state of flux aggravating the situation.

A research case is presented of each problem. Three case reports bearing upon each research case are also included. Developing four case studies for each problem permits, in addition to each individual case analysis of the problem, a cross-examination of it. Cross-examinations such as these further substantiate the generalizations from the individual case analyses. The study then focuses on each problem in three ways: the generalizations drawn from the case studies, the results of the survey of the problems in the other municipally supported institutions of higher education in the United States and the principles, bearing upon the problems, set forth by major educational and professional organizations. The generalizations achieve a clearer perspective when compared to the results of the survey and the principles.

In the Member Institutions of the College of the City of New York it is determined that certain practices regarding academic eligibility, the faculty committee on intercollegiate athletics and program allowance for coaching are not in accord with the principles that bear upon them. With respect to amateur status, it was determined that amateur regulations should be developed only when they can benefit education. Amateur regulations which hinder education should be eliminated.

THE ROLE OF THE RESEARCH LABORATORY IN THE GRADUATE PROGRAM OF PHYSICAL EDUCATION

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I would like to introduce my subject by considering first of all the effect produced by the development of a research laboratory upon (1) the graduate program in physical education, (2) other disciplines in the University, and (3) persons outside the university.

Although I have not made a careful survey, I am reasonably certain that the university that has an established research laboratory will have a majority of its graduate students performing laboratory research. During the past several years we have undergone this experience at The State University of Iowa. More and more of our graduate students are doing their research in the laboratory than was the case prior to the time when the laboratory was established in 1955. We still have numerous students who are doing research in tests and measurements, curriculum, psychology, teaching methods, and other areas of physical education. The majority of students who spend the greater part of their graduate careers on the campus, however, tend to gravitate toward the facilities that are available in the laboratory.

In respect to the effect of the research laboratory upon other disciplines in the university, it is readily apparent that many professors

in these other disciplines become interested in physical education when they realize that we are in a position to do laboratory research. It is sometimes advantageous to invite such people to participate in the research projects that are under way in our laboratories, and, quite often, they will provide us with equipment, ideas, and other kinds of help that will make our laboratory programs better in every respect. If I may site a few examples: First, one of the professors in our (SUI) Electrical Engineering Department became very interested in the methods we were using to measure velocity of movement. He spent some time working with us in the development of a much better instrument to meet the specific needs of our research studies in this area. Second, a professor in Hydraulic Engineering assisted in the development of Strain-Guage equipment for measuring propulsive force in swimming. Third, a professor in the Mechanical Engineering Department provided the techniques necessary to evaluate whether or not a baseball curves, and at a fraction of the cost of similar studies. Fourth, an orthopedic surgeon has provided clinical facilities to evaluate the effects of therapeutic exercises in the treatment of back, shoulder, and knee disabilities, and fifth, professors from our Physiology Department have assisted and directed our students in research related to neuromuscular physiology and metabolism. I feel certain that the interdepartmental research which is being done in our laboratory has been beneficial to the total program of physical education.

The remaining groups, and perhaps the most important, upon which the research laboratory has an effect are those outside the university. The teacher of physical education and the average person who participates in physical activities are both interested in, and rely upon, the results of laboratory research. The teacher uses the results as the scientific bases upon which to develop his program. The participant uses the results as a guide in respect to the kind and amount of exercise that he does.

It is evident, also, that the prospective graduate student may be more favorably impressed with a school that provides opportunities for laboratory research than one that does not. My personal experience with prospective graduate students, through personal contacts at conventions and by correspondence, indicates a growing interest in the scientific bases of physical education... and consequently, the belief that the best approach toward the solution of many problems in the field is through laboratory research.

A FEW BASIC QUESTIONS

How Much Space is Needed? One room, of practically any size, is needed to set up a laboratory. The amount of space that is eventually included will depend on the person who is in charge of the laboratory. If the purpose of the laboratory program is to build and maintain equipment, as well as to store and operate equipment, a number of

separate laboratories and offices will be needed. A minimum amount of space for a small laboratory would be in the order of four hundred feet, and that needed for a large laboratory between three and four thousand square feet. In respect to the space problem, a paper by Weiss and Sills titled "Principles for Planning the Research Laboratory" was prepared for the Research Council of AAHPER in 1954. This paper gives details regarding lighting, floor composition, ventilation, and other pertinent information.

One final word in regard to space -- particularly since there is frequently none available. The purchase of one or two small instruments, and the construction of several more, may bring about sufficient crowding that space will be provided for the person who has a real interest in laboratory research.

How Much does it Cost to Set Up a Laboratory? I teach a class in laboratory instrumentation. One of the assignments in this class was to prepare a minimum list of materials and equipment to set up a laboratory -- disregarding space. Not counting a two hundred dollar operating budget for the first year, my graduate students compiled a list for which the total cost was $742.20. The students were capable of doing simple instrumentation, and based their selection of equipment upon their ability to do extensive research in the following areas: first, anthropometry; second, strength tests; third, reaction-time tests; fourth, velocity of movement tests; and fifth, blood pressure measurements. The most expensive item on this list was $75.00, and it is apparent that considerable research may be done with equipment that can be used in the five areas cited here.

It would be possible to start a laboratory with less money by taking selected items from this list. It would be possible, too, to spend ten times this much on two or three expensive items such as an electromyograph, treadmill, and gas analysis equipment.

To What Extent Can We Depend Upon Other Departments For Assistance? As indicated earlier in this paper, interdepartmental research is desirable. When the physical education department does not have a laboratory of its own, however, their students will be at a disadvantage if they must do their work in another department's laboratory, if a question arises in regard to priority for time or equipment.

There are some schools where equipment is loaned from one department to another. For very expensive equipment that is not often used, it may be possible for two, or more, departments to purchase such equipment jointly. The problem of sharing equipment is generally not too difficult a problem and should, in the long run, prove mutually beneficial.

The extent to which assistance can be obtained from personnel in other departments will depend upon the organization of the university and the policies of the administrative heads of departments. There is little doubt that many research problems demand "team research" and this is particularly true in a field that is so diversified as physical

education. It is important, therefore, that good rapport be maintained and that mutual assistance be provided when possible.

What Kind of Person, or Persons, Do We Need to Direct a Laboratory in Physical Education? There are numerous graduate students who would prefer to work in a laboratory if possible. There are, at present, a limited number of positions open, but many indications are apparent that this condition is undergoing a change. There are a number of productive laboratories in physical education, and their success is directly proportional to the efforts of the person, or persons, in charge. Some of the people who have made the greatest contributions so far as laboratory research in physical education is concerned, are from other disciplines.

If we may assume that more schools are going to open research laboratories, it would be desirable to begin training our own major students in laboratory research. The undergraduate student frequently has no contact and, consequently, no concept of research in physical education. In order to stimulate interest, the undergraduate should have an opportunity to participate in at least one laboratory research project -- even if only as a "guinea pig."

At the graduate level, all students should be required to take courses involving laboratory work and, if interested, a course in the purchase, maintenance, and construction of laboratory instruments.

The person who really wants to do laboratory research will initiate a program wherever he may be. In fact, the reason for the current increase in the number of laboratories may be attributed to those graduate students who have had training and wish to put it to use.

Since there are numerous areas in which laboratory research may be conducted in physical education, including physiology, kinesiology, mechanical analysis, and motor performance, the selection of a director will depend upon whether a high degree of specialization is demanded, or whether a person with a broad background and ability as a coordinator is to be preferred -- the latter would probably be more valuable in a laboratory freely used by all members of the faculty.

What Kind of Laboratory Research Should Be Undertaken? The answer to this question lies, primarily, in the answers to the preceding questions. The space available, the funds available, and the qualifications of the staff are important factors.

For the person who has the blessing of his administrator, but little space and money, the best procedure is to prepare a research study that requires a few minor items of equipment. From this meagre beginning, additional equipment and space will evolve in order to meet future demands.

The question regarding a priority list for purchasing equipment is a purely local matter. If a very good project can be done with a major piece of equipment, it may be advantageous to skip the so-called "essentials." The outcome of such a project might produce more funds and space than could normally be attained in three years or more.

Assuming that the laboratory has been approved, the first step is to plan the physical layout of the laboratory. The second step is to set up an operating budget, the third step is to select the kinds of projects to be done, and the fourth step is to purchase equipment as it is needed.

I would like to conclude this paper by stating that the foundation upon which a physical education research laboratory may thrive depends upon the interest, enthusiasm, and desire of a well-trained person. A ready-made laboratory will not be a success unless there is someone on the faculty who is competent in the area of research to provide the necessary leadership. The administrators of graduate programs in physical education would be wise to seek out this kind of person to make certain that his school is providing the best in graduate training.

EARLY SELECTION OF PHYSICAL EDUCATION DOCTORAL DEGREE CANDIDATES

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The coming population explosion will soon reach the colleges and universities. This is hardly news to professors and administrators who have been bombarded with such information for the past few years. In 1955 there were eight million youths between the ages of 18 and 21, while in 1970 the Census Bureau estimates that this number will increase to 13 million. If the present 30 percent of the 18 - 21 age group now enrolled in college continues to increase at the rate of one percent per year, the percentage of youths enrolled in colleges and universities will approach the 50 percent level in the decade of the seventies. Since this percentage cannot be predicted with certainty it can only be said that the number of college students will double the 1954 level sometime between 1966 and 1971.[1]

College faculties, administrators and trustees have been busy for some time planning new facilities for student housing, laboratories, classrooms, gymnasia and office space to meet the coming crisis. Perhaps a more difficult task will be the recruitment of a faculty sufficiently educated for and dedicated to the task ahead. In 1955 there were 190,000 college teachers in our country; by 1965 the number needed will rise to 345,000, and just five years later (1970) the total demand for college teachers will reach 495,000. The colleges and universities will need to employ more instructors in the next 15 years than have been employed in all history.[2] If the present student-teacher ratio is

[1] Teachers For Tomorrow (New York: Fund For The Advancement of Education, 1955), p. 14.

[2] The Committee of Fifteen. The Graduate School Today and Tomorrow (New York: The Fund For The Advancement of Education, December, 1955), p. 7.

to be continued, for every 10 college instructors now teaching, somewhere between 16 and 25 additional teachers must be found between now and 1970.[3] During this same 15 year period it is estimated that 135,000 doctorates will be awarded,[4] and the competition from industry for persons with the doctorate will be so great that the present 40 percent of college teachers holding the Ph.D. degree or its equivalent will be reduced to 20 percent by 1970.[5] The estimated 135,000 doctorates to be awarded in the years 1955-1970 are greater by 5,000 than all doctorates awarded from 1861, the first, until 1955.[6]

The most serious consequence of this projected teacher shortage is the threat to the quality of both undergraduate and graduate professional preparation. How strong will be the temptation to lower the standards for the doctoral program? Will excellence or expediency win the battle? The Committee of Fifteen aptly summarized this situation by stating:

> "If scholarly teaching is to survive in our colleges -- and we believe that non-scholarly teaching simply isn't teaching -- it should become the avowed purpose of graduate education to produce more people who are neither mere scholars nor unscholarly teachers, but scholar-teachers."[7]

The expected increase in college student enrollment through 1970 plus the very real probability of a college teacher shortage combined with the possiblity of decreased teacher competence as measured by doctoral degree achievement means that no college faculty can put its head in the sand and hope the impending problems will vanish. Fortunately, most institutional faculties are fully aware that the coming tribulations are also opportunities, and that quality must be the identical twin of quantity if the doctoral program in physical education is to maintain its position or to increase its level of excellence.

Current Practices In Early Selection

In order to better present current practices, 22 selected doctoral programs in physical education were surveyed. A similar study was re-

[3] Teachers For Tomorrow, op.cit., p. 19.

[4] The Committee of Fifteen, loc.cit.

[5] Presidents Committee on Education Beyond the High School. Western Regional Conference, Facing The Critical Decades (University of Colorado, Boulder: Western Interstate Commission for Higher Education, 1957), p. II-27.

[6] Poindexter, Hally Beth. "Graduate Professional Preparation In Physical Education In Selected Colleges and Universities With Implications for Teachers College, Columbia University." Doctor of Education Project Report (New York: Teachers College, Columbia University, 1957), pp. 14, 15.

[7] The Committee of Fifteen, op.cit., p. 4.

ported by Hewitt in the May, 1946 issue of the Research Quarterly.[8] Upon comparing the two studies it can be stated that, in general, there has been little change nationally in the pattern of doctoral preparation in physical education. The 1958 survey revealed that while fewer institutions offered the Ph.D. degree in Education than in 1946, the major doctoral emphasis for physical education has continued to be in the Ed.D. degree. The total number of institutions that grant the Ph.D. degree with an emphasis in physical education has remained constant over the past decade.

The number of credit hours that may be transferred from one institution to another, and the number demanded for the completion of the doctorate vary widely. More institutions reported that an indefinite number of units can be transferred than those which indicated that only a set number of units can be accepted. Perhaps the varying number of units allotted for the dissertation causes this apparent divergence in unit requirements. The present wide range of unit requirements parallels that found by Hewitt.

Admission standards of six of the institutions included in this study are reported in detail by Poindexter.[9] Written recommendations for admission to the doctoral program are required by 15 of the 22 institutions syrveyed. A scholastic average of B is mandatory for admission to approximately half the programs. Only two institutions currently accept a grade average of B minus, while six require better than B average.

Eighteen of 22 doctoral programs require entrance examinations. Of these, approximately half require two types of tests. The Graduate Record Examination (GRE) is compulsory in eight institutions, the Miller Analagies Test is given by nine universities, graduate achievement examinations by four schools, and a departmental constructed test is required by nine institutions. The results of those examinations rarely serve as the sole elimination device, but rather are considered as one of several criteria used for admission.

The graduate achievement test, although not extensively used, seems to be a battery of several types of teacher attitude, psychology, and English tests plus either the GRE or the Miller Analogy Test. Sometimes the physical education departmental test is included in the battery composing the graduate achievement examination. Ten of the 22 institutions examining doctoral applicants in physical education include the areas of philosophy, principles, curriculum, methodology, history, scientific bases, administration, supervision, and evaluation and measurement.

Other miscellaneous entrance tests include reading comprehension, English proficiency, mathematics capacity and examinations on such subjects as educational psychology and educational philosophy.

Comprehensive or qualifying examinations serve different purposes

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[8]Hewitt, J. E. "The Doctoral Program In Physical Education" Research Quarterly, 17 (May, 1946), 82-95.

[9]Poindexter, op.cit., pp. 52-60.

and are given at different times in the doctoral program. The time required for these tests ranges from one hour to 17 hours. More than half the institutions give examinations that last from six to nine hours. Overwhelmingly the essay type examination is used, although five institutions give objective type questions combined with essay, and four combine an oral examination with the essay test. One institution uses all three types. The examinations on the major generally cover the same areas as those mentioned for the entrance examinations. If the degree is taken in conjunction with the school, college or department of Education, tests in the educational field as educational psychology, sociology, and philosophy are included with the major and often the minor. The timing for these examinations ranges from the first quarter or semester to the term preceding the granting of the degree. The qualifying or comprehensive examinations serve as a chief source of elimination. Only three institutions use these examinations for guidance purposes only, and two of these three give these tests during the first term. Thirteen schools use the examinations for guidance as well as for elimination.

There is no pattern concerning faculty review of the candidates after admission to candidacy. Six respondents indicated a set pattern for evaluations as one per quarter or semester, while nine stated that faculty review is conducted as needed, or is continuous. The number of faculty conducting the review ranges from three to the entire faculty of the School of Education. The graduate faculty was mentioned most frequently as the group conducting the evaluation.

Semantics plays an important role in interpreting the answers to the question of the group or individual responsible for placing students on probation. Such answers as graduate committee, graduate faculty, Committee of Five, and Committee on Advisement were mentioned. In only five cases is the decision made by an individual as the adviser, department head or dean. The adviser was the person mentioned most often as informing students of acceptable progress or questionable success.

Two thirds of the institutions prefer to inform the student of his elimination from the program by an official letter from the dean, department head or a faculty committee. When the decision for elimination is given orally the adviser is most often the informant.

The only unanimous response to the questionnaire was the use of the oral examination method for the final examination on the dissertation. All institutions indicated that the orals last in the vicinity of two hours. In addition, half of the programs conduct final written examinations. In all cases the major receives the chief emphasis. Some also include the minor, a few the field of education, and one covers the dissertation.

Evaluation of Admission and Selection Procedures

Inability to accomplish academic work was by far the chief reason

given for elimination of students from the doctoral program. This was mentioned 24 times in similar statements as: low academic grades, failing preliminary, comprehensive, qualifying, and final written or oral examinations, inadequate educational background, low reading ability, low composite on the profile, and inability to organize and present thoughts in an orderly and logical manner. Failure to complete the dissertation was also specified as a major cause of elimination from the program. Miscellaneous reasons included the lack of personal qualities, personal reasons as family difficulties and obligations, insufficient money, and lack of motivation. Two institutions indicated that the language requirement caused failure.

When asked if failures could have been detected earlier, only three answered to the affirmative and two responded "sometimes." Thirteen institutions indicated satisfaction with their admission and selection procedures, seven were dissatisfied and one was undecided. There were many comments and suggestions made. As these suggestions are the heart of the paper the reasons are listed for those seeking better admission and selection procedures.

1. Too much faculty energy and time now needed.
2. Better evaluation tools are needed for prediction.
3. More rigorous faculty grading is needed.
4. Too much sentiment for weak candidates.
5. Standards should be raised.
6. Earlier testing and more careful selection.
7. Better methods of screening candidates.
8. Problem would be solved if Master's Degree in many schools had any meaning. If above average marks on the M.A. represented competence then we could place more faith in such performance.
9. Greater use of the Graduate Record Examination.
10. Very few are eliminated as early screening is rigorous.

Summary and Recommendations

The great need today and tomorrow will be for scholar-teachers capable of leadership in the academic community and in the profession. The Educational Policies Commission states that the college teacher should be "thoroughly at home in his own discipline, a frequent traveler in related fields, a person deeply concerned with the continuing improvement of the intellectual and aesthetic life, and a qualified participant in a collegiate society dedicated to that life."[10]

Although the doctoral program in physical education has not greatly changed in the past 13 years, two-thirds of the doctoral physical education administrators and faculty members believe that their

[10]Educational Policies Commission. Higher Education In A Decade of Decision (Washington: National Education Association, 1957), pp. 87, 88.

admission and selection methods are essentially sound. One-third of the group sampled believe that improvements can be made in their procedures. As the number of college students increases and the demand for and upon college teachers also increases, there may be temptations and pressures to allow some of the weaker doctoral candidates to "slip through." Would not our profession be stronger if we reinforced each other to discourage the inadequate and to challenge the highly qualified through rigorous early selection as determined by valid screening procedures. If more sensitive evaluation tools must be found, let us together bend our energies to find effectual solutions.

Change in our traditional community college life is just as real as is tomorrow. If we are to be ready for the college population upsurge we must take positive action now, as the rewards of growth will go to institutions willing to plan today. Perhaps a few guidelines might help us meet the swelling tide.

1. It would seem feasible that college physical education faculties should state in writing their basic beliefs concerning the type of person that should be admitted as a doctoral candidate.
2. College physical education faculties should determine the broad, basic personal and professional competencies needed by college and public school leaders in physical education.
3. Through research and current knowledge, evaluation devices must be discovered that will accurately discriminate and predict personal and professional potential.
4. Policies and procedures need to be developed and applied so that the desirable candidates can be encouraged and the weaker students can be detected early.
5. Then, as Craig Davis of Southern California has said, the faculty should be "objective yet human" in interpreting and applying the procedures.

The future of professional preparation in men's physical education lies largely within the membership of this association, as the leaders of most of the doctoral programs are active members of the College Physical Education Association. If our doctoral programs are to hold to their present high level and strive to improve in the trying days ahead we must admit and graduate only the finest of young men interested in assuming leadership in our profession.

FACTORS ASSOCIATED WITH THE SELECTION OF INSTITUTIONS BY ADVANCED DEGREE CANDIDATES

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We have heard of the obligations of the graduate departments to the advanced students. We have also heard of the complex procedures employed in the institutional selection of our graduate students at the doctoral level. We must realize, however, that there are other forces which influence the selection of advanced degree candidates in our field. In the last analysis, we must realize that selection is made by students. We must realize that students select institutions and degree programs, and we must further realize that students usually have some sound basis for making such selection.

To determine just what influences prevail upon students and what motives they have for undertaking advanced degree programs and for selecting particular institutions is a most complex problem. Motivation research is at best haphazard and difficult and it is nearly impossible to isolate "true motivation." The forces that prevail upon individuals to undertake additional years of arduous study are indeed difficult to determine. When asking graduate students to state the reasons they have for their aspiration for advanced degrees, we find a mixture of altruistic responses with others that are very practical and related to "getting ahead" in the professional world. Nonetheless, a collection of "stated purposes" and factors which influence persons to pursue advanced degrees may be collected. It is possible to report what students have stated and to give some interpretation to these findings.

During the past year Arthur Esslinger, Wynn Fredericks and others have expressed concern over the overwhelming problem of selecting graduate students at early stages in their graduate programs, a problem not novel, but persistent. We realize that we are concerned with the problem of maintaining high standards. We are concerned with the problem of meeting our obligation to students. We are concerned with the related problem of preventing graduate students from expending much money, sacrificing salary, leaving profitable teaching positions and devoting much time to graduate study, only to find frustration as they are weeded out of programs. Some find that the going gets too tough, that their interest tends to lag, that the effort to them is not worth the goal. We should realize that students are actually then "selected" by dropping out of programs rather than by being washed out on some examination or deficient average in grades.

"Self-Selection" of Students

Since this element of "self selection" of students does operate, it seemed important to find out more about our graduate students. Who are they? When have they completed their bachelor's degree? Their master's degree? How much teaching experience have they had? What

are their aspirations and goals? What do they hope to accomplish and qualify for by involving themselves in advanced degree programs? Why do they select particular institutions? How far do they move to find degree programs which fit their particular needs? Are they otherwise employed when they are graduate students? And last, what do they think of the graduate programs, in which they find themselves involved? How do they (and their classmates) think that our graduate programs can be improved? Some of these factors have been investigated by Poindexter.[1]

Last fall your speaker undertook a national study in an attempt to find the answers to the questions just presented. Twenty-one universities throughout the United States which offer the master and doctoral degree in the department of physical education participated in the study and returned questionnaires sent to their graduate students. Of the 315 possible returns, 277, or over 85 per cent were returned. Of the 277 returns 148, or 53.4 per cent were from master's degree candidates, while 129, or 46.6 per cent, were from doctoral candidates. This sample, though limited, affords some current national information.*

The findings seem to indicate that in many respects our master and doctoral candidates are markedly different groups of people. In some respects these two groups overlap, but in considering graduate programs it may be important to recognize that candidates for these two degrees represent rather distinct groups.

Previous Professional Preparation

Approaching one-half of the master degree candidates are continuing their graduate work at the same institution in which they earned their bachelor's degree, while, in contrast, for only about 13 per cent of our doctoral candidates is this true.

Well over half of the doctoral candidates have completed bachelor's degrees since 1951 which would indicate that we have a rather young group of degree aspirants. But even younger are the master degree candidates, since over 90 per cent of them were granted their bachelor's degrees within the last eight years. Nearly 70 per cent of the master's degree candidates completed their bachelor's degree during the last two years, indicating that the master's degree in many instances appears to be a proximate extension of the undergraduate program.

Another finding may startle some of you. Nearly 80 per cent of the doctoral candidates have received their master's degrees since 1951 and nearly 37 per cent of these were granted since 1956.

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[1]Hally Beth Poindexter, "Graduate Professional Preparation in Physical Education in Selected Colleges and Universities With Implications for Teachers College, Columbia University" Unpublished Doctoral Project, Teachers College, Columbia University, New York, 1957. pp. 45-46.

*Copies of the completed study are available upon request from the author.

Goals of Graduate Students

Another aspect of this problem was concerned with the personal and professional goals which graduate students stated primarily motivated them to undertake advanced studies. Over half of the doctoral degree candidates stated that a "salary raise" was one factor that motivated them while over 65 per cent of the master's degree candidates indicated that they were so motivated. Well over a third of each group indicated a purpose for pursuing advanced studies was for "advancement such as to an administrative position."

About 65 per cent of each group said that they were motivated to undertake advanced studies for "qualification for college or university positions." And over half of each group stated that "improving professional qualifications for placement purposes" was one of the professional goals that primarily motivated them. The "desire to increase professional competence" was a factor with nearly 85 per cent of each group. About 20 per cent of the master's degree candidates stated that one of their professional goals was a "teaching or administrative credential," while this was the case for less than 8 per cent of the doctoral candidates. About one out of twelve master's degree candidates stated that they had a "desire to do research," while this was true for one out of four of the doctoral degree candidates.

Extent of Move to Undertake Graduate Study

We all know that undertaking advanced studies in an expensive and time-consuming phase of the student's life. Here are some findings which may show to what extent the graduate student's life is at least geographically disrupted as he becomes a candidate for an advanced degree. About half of the master's degree candidates found it necessary (or chose) to move from their homes to undertake graduate study, but nearly three quarters of the doctoral candidates found it necessary to do so. One obvious reason for this is the fact that there are fewer institutions offering doctoral degrees in this field than offer master's degrees, but nonetheless, there is a rather wholesale transplanting of lives in the pursuit of advanced studies.

When we examine about how far doctoral candidates move to undertake their studies, we find that about 60 per cent move over 500 miles, while a move of this extent is undertaken by less than 17 per cent of the master's degree candidates. Again this fact is simply explained. There are more institutions near-at-hand offering the master's degree, and there is the tendency for master's degree candidates to continue their advanced studies at their undergraduate institutions.

Reasons Institutions Selected

Also investigated was the group of reasons given by students for the selection of the particular institution or department they were attending for graduate study. Over half of the master degree candidates stated that they had selected the graduate institution on the basis of its "proximity to their home and work," while this was the case for less than one-third of the doctoral candidates.

The "particular degree program" offered in the institution was a cause for selection for nearly 60 per cent of the doctoral candidates while this factor influenced only about 40 per cent of the master's degree candidates.

The "reputation of the department" caused nearly 65 per cent of the doctoral candidates to select institutions while less than 45 per cent of the master's degree candidates stated that they were influenced by this factor.

The "reputation of one or more faculty members" was stated as a reason for the selection of an institution by nearly 65 per cent of the doctoral candidates while this factor was a motive for only about 35 per cent of the master's group.

The existence of and extent of "research facilities" was a factor influencing about one out of five of the doctoral candidates while only one out of seventeen of the master's degree candidates seemed to be influenced by this factor.

"Financial considerations" were among the reasons stated by about 55 per cent of the master's degree candidates for their selecting particular institutions. This factor was stated by about 23 per cent of the doctoral candidates.

Occupations of Graduate Students

It seems that about four out of ten of our masters candidates and less than one out of twelve of our doctoral candidates were completing professional preparation before accepting teaching positions.

Very few of our advanced degree candidates were employed outside teaching fields. Fewer than 3 per cent reported that they were so occupied.

Over one out of four of the doctoral candidates was on leave from teaching while pursuing his degree. Fewer than one in twenty of the master candidates had taken a leave from teaching to do advanced study.

About one-third of each degree-seeking group was teaching part-time and most of these part-time positions were as graduate assistants or other part-time functions in colleges and universities.

About 22 per cent of the master's degree candidates and about 32 per cent of the doctoral students were teaching full-time.

The Importance of the Program

We must realize that students are "self-selected" because of the quality of our programs. Our advanced degree programs must be challenging and cause interest to persist if we expect that students will have the tenacity and inspiration to complete advanced degrees. Programs must have "holding power." What students think, then, about our departments and degree programs is involved as a basis upon which they make their selection. In an effort to find out what graduate students thought of the graduate education they were undergoing, the following question was asked: "From your experience, and from your knowledge of the opinions of other graduate students, how do you think graduate professional programs in Physical Education might be improved?"

Of the 277 graduate students who returned questionnaires, only fifty-eight failed to respond to this pointed item, or indicated that their experience did not enable them to respond to the item, or that the graduate programs they had experienced fit their purposes very well. On the other hand, 219 of the respondents had one or several comments to make with respect to this item. As might be expected, the responses were extremely varied. A few individuals suggesting that we do away with "committee" reports, that we have better and more continuous evaluation of the teaching of graduate assistants, that we need more teaching fellowships, that we discard the thesis and language requirements as relics of the past, and, of course, that we de-emphasize theory and make experiences "practical," etc.

Many items such as these were suggested by but a few of the students responding, but an overwhelming number of responses were centered about four major areas. The frequency with which students mentioned these topics does not, of course, infer the cruciality of them; but we would hardly expect such a unanimity of graduate student opinion from such a widely dispersed geographical sample of graduate students if there were not some importance to these frequently mentioned areas. What were they?

1. The improvement of staff.
2. The avoidance of overlapping and duplication of courses.
3. The broadening of the course offerings and making provision for more individualization.
4. That we improve student selection procedures.

The Improvement of Staff

Many students pointed out that a strong faculty is needed to challenge the graduate student toward the completion of advanced degrees. Students repeatedly made the recommendation that we do something to improve the qualifications of professors teaching graduate students. In many instances it was stated that we should employ faculty who pay more attention to students and courses and less to their own research. It was recommended that we do more to insure that the faculty keep in touch with the elementary and secondary schools about which they speak and into which many graduate students find professional placement. It was recommended that the faculty employ more imagination in course work, encourage controversy, include less unrelated material. Repeatedly the recommendation was made that the faculty should be carefully selected and that for graduate courses, experience should be a most essential criterion.

The Avoidance of Overlapping

A frequently stated criticism of graduage programs was that there was too much duplication and overlapping of courses. A frequent recommendation was that we avoid the repetition and rehash of undergraduate courses. Students apparently feel that graduate study should be a high-level, depth experience and that it should be new and challenging.

Broadening of the Offering

The most frequently stated recommendations were that we broaden the offering in graduate courses. It was generally stated that too many hours of courses are rigidly required and that this prevents the program from becoming more individualized. Students seemed to feel that we should provide more freedom in the choice of courses, that we should allow students to take more courses from "outside" fields, that courses should be tailored to the specific needs of students. Students said that we should realize that special abilities and backgrounds and interests should enable us to make specialization possible on the graduate level.

It was recommended that we provide more opportunity for individualized study and, indeed, encourage individuality. It is felt that more specialization and more individualized selection of courses, more independent study would provide for deeper, more scholarly work into particular areas.

Many students indicated that what we should do is to encourage more freedom of thought and action by providing for more flexibility and more student choice. It was indicated that in some institutions a rather heavy-handed direction of students prevailed. Many students recommend an approach which would guide students in expressing their own originality.

Improved Selection

It was frequently suggested that we raise standards--that we get rid of "snap" courses. Students themselves indicated repeatedly that we should improve the selection of students, that we should make courses tougher, that we should demand a high degree of proficiency, that we should set standards and keep them. It was repeatedly suggested that we should demand some competency and potentiality before admitting students to advanced degree programs.

One possible solution to our problem of selection seems to be related, then, to the development of graduate programs of unquestioned quality. Most students want to involve themselves in courses and programs that are of consequence. Perhaps we can do more to provide significant experiences.

THE OBLIGATIONS OF THE GRADUATE SCHOOL TO ITS STUDENTS

CHESTER L. PALMER
University of Southern California

Vows, promises and understandings, bind a graduate school to its students. The sense of duty and responsibility of the graduate school to the graduate student is inescapable. The ability to recognize and

accept such obligations determines the caliber of graduate schools and departments.

Fulfillment of obligations is related to various committments to students, institutions, profession, and, ultimately to society. The complexities of these committments are indicated by (1) the world need for specialized talent (2) the curricular squeezes and (3) the quality of selection, admission, placement and follow-up procedures. There can be no sanction for ignorance of the factors that give direction to the graduate school.

The basic obligation of a graduate school is to help each graduate student reach the threshold of his potentialities. This requires stimulation and motivation. This involves institutional acceptance and fulfillment of obligations.

One of the first obligations of a graduate department is, understanding itself. The graduate department must examine its assumptions and committments. What is its primary purpose? Is it teaching? Meeting certification and employment requirements? Developing research specialists? Administrators? Providing extended general education? Or can a graduate department successfully combine these?

A secone obligation of a graduate school is, making known its major purposes. When a student decides to pursue graduate study in a certain field he has a right to know what is in store for him. Strenghts and weaknesses should be made reasonably discernible. In some respects the graduate student considering the locale of his study is similar to the automobile driver who came across this sign on a back road in Kentucky: "Select your rut here because you will be in it for the next 5 miles." We do not prefer to think of 3 to 5 years graduate study as a rut, nevertheless it is hard to change, once a given university has been entered.

Third, the graduate school also is obligated to educate the graduate student -- not indoctrinate him. This means exposure to diverse and opposing points of view. It means helping the student to recognize his level of aspiration, helping him realize that aspirations are expansible. It means assitaing him in discovering and deepening his educational and research interests and competencies. The graduate teacher who uses graduate students primarily to further the professor's research interests is failing in one of his most important obligations: that of developing competent researchers. One mark of the graduate student is to learn to think for himself. Students who run errands need only bicycles and directions. This may develop strong, skilled errand boys: it will not develop independent thinkers, first class teachers or high caliber researchers.

Fourth, the graduate school is obligated to develop individuals capable of seeing their work in broad perspective. General education must not be jeopardized by triumphs of specialization. Specialization must not thwart development and maturation. There is a tragic deficiency in the make-up of a missile specialist capable of calculating the time and direction necessary for a lunar rocket to strike the moon

but has little notion of the proper time his daughter should return from the junior prom. Such deficiency, born of over-specialization should be avoided. We need expert educators and we want liberally educated individuals.

Fifth, the graduate school is obligated to give students financial assistance when needed and when possible. This can be done through scholarships, part-time employment and deferred payment plans.

Sixth, when graduate study has been completed, assistance in placement should be given. Important job satisfaction results when individuals are placed in positions where aspirations and abilities coincide and where opportunities for personal and professional advancement exist.

Seventh, the graduate school is obligated to give guidance to graduate students. Their educational, personal, social and vocational problems and needs vary. These should be cared for individually as much as possible. This does not mean that graduate students should be overly "mothered." Individualization of guidance also means proper timing - upon student request or as a result of faculty observation. Indirect guidance techniques may be in order at times but when students are always expected to "catch on" or "get the drift" of advice cryptically given, unnecessary time and effort may be wasted.

Eighth, the graduate school is obligated to redirect students into other fields when appropriate. Certainly graduate departments are obliged to selectively identify, located, persuade and admit students, but they are also responsible for evaluating, advising and redirecting students at the proper time. Undoubtedly, some scholars like century plants, bloom late in life, but failure to weed means a choked-off life. This is expensive - socially, psychologically and financially.

Ninth, the graduate school is obligated to offer programs affording mature experiences. This cannot be done without competent teachers, proper equipment and facilities, adequate budgets and sound administrative policies. Unless qualified teachers are available courses should not be offered in the graduate curriculum. Courses should be organized in terms of student's needs and not in terms of the convenience of professors; and admission requirements to courses should be designed to protect graduate students and undergraduates from each other.

Perhaps as important as the fulfillment of any of these obligations is the way in which they are met. The tone -- the technique within a department is extremely important. Graduate teachers must recognize the personal aspects of learning. While initial loyalty to a department or institution may be born of necessity, it is sustained by respect for faculty excellence. One aspect of faculty quality is the ability to keep its personality differences submerged, although intellectual diversification (even heated) between staff members is valuable to graduate programs. When personality schisms between staff members become too wide, too deep and too obvious, students are apt to get hurt.

Good graduate schools become better ones through identification

and fulfillment of their proper obligations. Fulfillment is more difficult than the identification. Although, our main concern need not necessarily be the attainment of perfection our main concern must surely involve pursuit toward perfection. Graduate schools that fail to fulfill proper obligations should be avoided. Such departments do not attract discerning graduate students, but they richly deserve those graduate students who "wander" into their programs.

WRESTLING AS AN INTRAMURAL SPORT

PAUL V. KEEN
University of Oklahoma

WRESTLING IS THE OLDEST and most natural of all college or high school sports. It is a fine body builder and teaches a boy how to cope with the most common hazards that come in every day life. It also teaches him definitely to be on his own. I believe wrestling should be on the Intramural Calendar.

In organizing and getting ready for wrestling, if you are in a school that has varisty wrestling, have a varsity man or a freshman wrestler be assigned to each team that plans to have a wrestling team. Have a definite time for workouts and practice. Wrestling should be organized on a tournament basis.

About three weeks before the tournament have a place for workouts with a qualified instructor to help the boys. The wrestling squad can assist in teaching and demonstrations.

A physical check-up from the college or university health service is a must.

I suggest having the preliminary matches shorted than high school or college matches. We have them four minutes, divided into 2 minutes, 1 minute, and 1 minute periods. The finals are raised to five or six minutes in length.

Have the team scoring on the basis of four places, with the two finalists getting first and second and all boys beaten by these two will wrestle for third and fourth places.

Here at the University of Oklahoma we have an individual trophy given to the outstanding wrestler in the tournament that adds a great deal of interest.

This year we had three teams tied with 16 points for the championship and one other team scored 15 points.

There is a large amount of interest in Intramural Wrestling here and we think it is a fine Intramural sport.

SIGMA DELTA PSI AS AN INTRAMURAL ACTIVITY

DR. DAVID MATTHEWS
National President of Sigma Delta Psi

I have been to a number of intramural conferences such as this and almost all of them have included a discussion of Sigma Delta Psi as

an intramural activity. Just what is it about this athletic honorary fraternity that holds so much appeal for both the participant and the director that an intramural program is considered to be incomplete without it?

Perhaps I am assuming, when I shouldn't be, that all of you are familiar with the requirements of Sigma Delta Psi. If those of you who are members of the fraternity or know what it is will bear with me, I will briefly run down the list of events which make up the requirements. They are:

100 yd. dash	11.6 sec.
120 yd. low hurdles	16.0 sec.
Running high jump	5 feet (graduated scale)
Running broad jump	17 feet
16 lb. shot put	30 ft. (16-:wt : : 30:X)
20 foot rope climb	12 sec.
Baseball throw or	250 ft.
javelin throw	130 ft.
Football punt	120 ft.
100 yard swim	1:45 sec.
Mile run	6 min.
Front hand spring	landing on feet
Hand stand	10 sec.
Fence Vault	Chin high
Good Posture	Standard B (HBM)
Scholarship	Eligible for varsity

At the present time amendments for two substitutions, a golf and a bowling test, are being voted on by the 107 active chapters. These may be used respectively in place of the hand stand and the rope climb if the candidates so desire

There are many reasons given by various intramural directors for making Sigma Delta Psi a vital part of their activity programs. Several of them are:

1. The events are attractive to the individual who wishes to compete either against his own past performance, against the achievements of his schoolmates, or against the national records.
2. It has great appeal to groups such as fraternities or dormitories when it is set up as team competition.
3. It is easily administered in that, because of its varied events, the different coaches in the college can test individuals during their coaching seasons or else the events can be run off each season on the Olympic meet plan.
4. It involves no extra expense other than perhaps the wages of a field or floor supervisor or for the cost of awards.
5. It involves no special facilities usually not found on most college campuses.
6. It provides for recognition beyond that afforded by local publicity because the person belonging to the national chapter is recognized as an outstanding athlete in the true sense of the word.

I am of the opinion that most of the important objectives we seek to meet in intramurals are inherent in Sigma Delta Psi. The one which currently is receiving a great deal of attention on a national level is physical fitness. Physical fitness implies a combination of muscle strength and endurance, and most certainly a person training to meet the requirements of Sigma Delta Psi will develop these. In the first place most of the individual events making up this activity require considerable strength in the large muscle groups. For instance, if a boy is to pass successfully the hand stand, swimming, or the rope climb, the extensors and the flexors of the arms must be strong. Execution of the fence vault, baseball and javelin throw, and swimming require good pectorals. Other muscles of the shoulder girdle such as the latissimus dorsi are needed to put the shot or throw the javelin. The muscles of the legs and the hips are strongly involved in swimming, hurdles, mile run, and the 100 yard dash.

The second component of physical fitness, endurance, implies strenuous sustained effort. The events requiring endurance are the 100 yard swim, the mile run, and to a lesser degree the 100 yard dash, the 120 yard low hurdles, the rope climb, and the running broad jump.

I have found that many of the men who have become Sigma Delta Psi members attempt to maintain some semblance of physical fitness because of their pride in being a member of the fraternity and because of the attitudes they acquired during the years they were working toward achieving membership in the organization.

Two other major objectives of intramurals which can be met through Sigma Delta Psi are (1) to provide good social experiences and (2) create permanent interest in sports. Regarding the first of these, in my own experiences and by observation, I have found that the friendships I and my students have made as a result of the mutual interest and fraternal brotherhood in the organization have been deep and lasting. The friendly rivalry which can be fostered between groups as they compete for honors in Sigma Delta Psi meets has in my opinion been very helpful on our campus in the creation of an awareness of the social values of athletic competition. The second of these, a building up of a permanent interest in some sports, seems to be a natural outcome of participation in Sigma Delta Psi since the scope of events includes techniques from the sports of football, swimming, track, gymnastics, baseball, and possibly in the near future bowling and golf. I don't believe a person can pass or attempt to pass the tests without developing the beginnings of a keen and lasting interest in these athletic events.

I am sure the question which is foremost in the minds of you intramural directors is, "How can I organize Sigma Delta Psi as an intramural activity?" Its inclusion in the program can be accomplished in several ways. First, it may be established as a team activity by use of the Olympic meet plan which entails a one or two day meet which may or may not necessitate preliminary trials. Another way of organizing for groups, either independent or fraternity, is to hold an all-year contest by having the events divided according to the fall, winter, and

spring seasons. Points may be awarded for both of these methods either by the national scoring system or on the basis of points for places in each event. Another method to be utilized in making Sigma Delta Psi an intramural activity is by organizing it for individuals. The running off of a decathlon type of tournament is possible by using the national scoring system which as a graded plan awards points according to the caliber of performance. For instance a 10.6 one-hundred dash would be worth 72 points while a 9.8 would receive 100 points. These decathlon meets can be run off in the same manner as suggested for the group meets, either on the Olympic or seasonal plan.

A third method of organizing for intramurals is to set aside special periods during the week or the year at which times interested persons can attempt to pass the tests for national membership or else by allowing coaches to pass men on tests during the seasons of their sports.

In conclusion, I would like to say that my association with Sigma Delta Psi as a neophyte attempting to pass the tests, as a member of the fraternity, as the advisor to the Bowling Green chapter, as the intramural director conducting tests, and as an officer of the national chapter have been most satisfying. I know your experiences with this organization, too, can be very gratifying, so if you have not done so, by all means make Sigma Delta Psi an intramural activity at your college.

A POSITIVE APPROACH TO FORFEITS IN THE INTRAMURAL PROGRAM

PAT MUELLER
University of Minnesota

Some intramural programs appear to be well organized and administered according to the I-M Handbook; in short, they look good on paper. In actuality the program may be sub-standard in quality, if not quantity. One measure of the effectiveness of a particular program is the number of scheduled games or matches which have been forfeited. In examining some intramural programs it may not be unusual to find 25% of the contests forfeited and a few leagues or tournaments in which only 50% of the games were played.

Absence of forfeits usually means efficiently administered intramural programs which result in satisfied participants and satisfied participants are the best program advertisers. Responsibility cannot be taught if students are permitted to participate in a haphazard manner. Forfeits discourage the necessary student esprit de corps which is so essential for good intramural promotion.

Too many intramural directors record forfeits but do little or

nothing to eliminate them. They may have a tendency to register numerous forfeits on the tournament draw sheet in an effort to determine the winner and then point with pride to the number of individuals who entered the tournament.

Frequently, negative techniques are used to prevent forfeits. A forfeit fee may be required when entering a tournament. This is negative in that it provides an "out" or alternative to participating, namely, paying instead of playing. Other examples of negative emphasis are failure to give or subtraction of participation points for forfeits and charging a forfeit to a team if it does not list first and last names on score cards.

No intramural director should be satisfied until all forfeits are eliminated. A positive approach to the problem must be utilized in an effort to attain this goal. This intramural director must evaluate all office procedures to be sure there can be no administrative reason for forfeiting. Schedules must be carefully arranged with proper notification to the contestants. Rules and regulations must include the possibility of postponing games in case of an emergency.

After eliminating all possible reasons for forfeiting, the director must promote a positive educational campaign against forfeitures. This can be done through athletic council meetings, mimeographed material and other publicity aids. Students must be made aware of the facts that forfeits are not only demoralizing to their team but have a detrimental effect on the entire intramural program. Intramural participants look forward with anticipation to playing their scheduled games and are greatly disappointed when their opponents fail to appear. Repeated disappointment results in decreased participation.

It may be pointed out to team captains that, in essence, an entry blank is a contract. When the entry is submitted, the team requests participation and agrees to be present for all scheduled games. The director fulfills his part of the contract by providing opposition, play space, equipment, and officials. If teams fail to live up to their part of the agreement, it is impossible for the director to fulfill the opposition clause of the contract. It should be made very clear that the participants are the only ones who can eliminate forfeits and such elimination will result in a better program for them.

When a forfeit occurs, the team should be contacted immediately to determine the cause. This will aid in preventing future forfeits by this team and will also provide an additional opportunity to carry the "campaign" to the students. They will appreciate the personal attention of the intramural staff and will be pleased to know that an effort is being made to understand the problems of the participants.

In large institutions the amount of personal attention will be related to the size of the staff and the number of forfeits. Where this situation exists, the following form letter may be used:

TO: INTRAMURAL TEAM CAPTAINS
FROM: INTRAMURAL DIRECTOR
SUBJECT: FORFEITED GAMES

YOUR Basketball TEAM, Ki Dobra Ki FORFEITED ITS LAST SCHEDULED GAME. ELIMINATION OF FORFEITS WILL RESULT IN A BETTER INTRAMURAL PROGRAM FOR YOU. WE SOLICIT YOUR COMPLETE COOPERATION AND REQUEST THAT YOU CHECK (X) YOUR INTENTIONS BELOW.

PLEASE KEEP IN MIND THAT FORFEITS ARE NOT ONLY DETRIMENTAL TO YOUR TEAM BUT HAVE A DEMORALIZING EFFECT ON YOUR OPPONENTS AS WELL.

____ DROP OUR TEAM FROM THE SCHEDULE. WE WILL BE MORE CAREFUL WHEN ENTERING TEAMS IN THE FUTURE.

____ PLEASE CONTINUE TO SCHEDULE OUR TEAM. WE WILL DEFINITELY BE PRESENT FOR ALL FUTURE CONTESTS.

SIGNED_____
TEAM CAPTAIN

RETURN THIS LETTER IN THE ENCLOSED SELF-ADDRESSED, STAMPED ENVELOPE. YOUR COOPERATION IS SINCERELY APPRECIATED.

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accepted and supported so that the total program will reach and provide additional benefits to their students.

The sports club movement is not new, in fact, it is an outgrowth of the early intramural sports movement which toward the close of the nineteenth century developed into what is recognized today as the varsity pattern of intercollegiate athletics. The intramural sports clubs of today closely resemble in their make-up and purpose the early sports clubs. They are composed of individuals possessing very high interest in a particular activity. Their student leaders have considerable skill in the activity and are naturally interested in developing their activity to the point where it will receive enough recognition to merit varsity status. This is not an unnatural desire on their part and the intramural director must recognize the presence of this sports club objective.

The desire of students to participate in various sports activities by functioning as a sports club does exist and therefore it becomes necessary for each individual intramural director to decide his role in attempting to satisfy this desire of his students. The director that believes one of the basic and over-all values of intramural activities to lie in the area of student involvement in the direction and implementation of the intramural program will view with favor the inclusion of sports clubs into his total program of activities. Within the sports clubs activity program students find an unlimited number of opportunities to express themselves and to become involved in the direction of an activity. They plan their program, elect their own officers, select their faculty advisor, govern the activities of their club, and become acquainted with the university's eligibility rules and the policies pertaining to insurance and travel. Students want to plan and carry out what concerns them, however, they also want to have the benefit of guidance and counseling. Ideally, they desire cooperative effort and, as a result, the intramural director must not adopt a "hands-off" policy in the administration of a sports clubs program. He must provide the necessary guidance and counseling and recognize the values accruing from student involvement.

The writer believes that sports clubs are an intramural administrative responsibility. Within the framework of a progressive intramural sports program one should find active organizations of students participating in special sports interest groups known commonly as "Sports Clubs." An intramural philosophy should incorporate the concept that all students should be provided with opportunities to enjoy satisfying experiences which are related to their particular needs. The needs of our students can not adequately be met in a stereotyped competitive type of program. The competitive activity program is important and, without a doubt, will continue to serve as the nucleus of an intramural sports program; however, in our attempt to provide all students with opportunities to engage in wholesome activities we must enlarge our total sports offering. Students must be provided with opportunities not only in the highly competitive activities, but also in

informal activities; non-competitive activities; social activities; outing activities; co-recreational activities; and the sports clubs activities.

The activities which are known as "sports clubs" are no more important than any other phase of the intramural program. However, if we are conscientiously striving to reach and serve all students and their particular needs then we must also include within our program opportunities for students to engage in sports club activities.

Problems that arise in the administration of an intramural sports club program include: financing, leadership, facilities, equipment, eligibility requirements, travel restrictions, extramural competition, and those arising from the desire for varsity status. Most problems are easily resolved particularly if the intramural director is in sympathy with the sports club program and willing to provide guidance and assistance when needed.

Many sports clubs require little financial assistance once they are organized and in operation for a year or two. The initial expense comes from developing the facilities and in purchasing the necessary equipment. It is recommended that students share in the financial support of sports clubs through the payment of individual annual dues. The annual fee should be nominal so all students interested in membership can afford to belong to the group. Leadership in most instances comes directly from the club membership and through the years is a continuing process. Some schools have found it advisable to pay sports club leaders on an hourly rate basis. This plan, they report, insures reliable leadership. Sports club members are usually interested in extramural competition. They realize that if they are to attain varsity status they must participate in competition with other schools or other sports clubs. Many directors of intramurals are not against sports clubs but rather are against sports clubs participating in extramural competition. At a recent meeting of the Western Conference Intramural Directors a report was given which stated that "if sports clubs and extramural activities are worthwhile then we should adhere to the following administrative procedures:

1. Sponsorship should be mandatory before any recognition is given.
2. All contests should be sanctioned by proper authorities.
3. Medical supervision should be adequate as that provided for the recognized intercollegiate or intramural sports.
4. A faculty member should accompany all team trips.
5. Financial support should be assured.
6. Contests should be staged only on school facilities or facilities sanctioned by the school officials.[1]
7. Suitable equipment should be provided.
8. Adequate insurance protection should be provided.

The Purdue University Intramural Sports Program recognizes the desire of students to participate in various activities by functioning

[1] 1950 Minutes of Western Conference Intramural Directors.

as a sports club, and such clubs are encouraged. The members of our clubs elect their own officers, organize their programs as to hours and days of meeting, and select their faculty advisors. The department where possible, provides them with their equipment and facilities. In addition, we pay some sports club leaders on an hourly rate basis. Each sports club must have a printed constitution which has been approved by both the Intramural Department and the Office of the Dean of Men. All of our clubs are open to both men and women students. At the present we have clubs organized in the following activities: Archery, Crew, Judo, Gymnastics and Trampoline, Hiking, Outing, Skiing, Sailing, Soccer, Table Tennis, Weight Lifting, and Saddle.

Several of our sports clubs participate extensively in extramurals under the governing hand of the Intramural Department. Our Soccer Club belongs to the Mid-West Intercollegiate Soccer Conference and this past year was the Conference Co-Champions. The Sailing and Crew Clubs both participate in a schedule of extramural activities. The students participating in the extramural program must meet and satisfy the same scholastic requirements as established for varsity participation. When one of our clubs makes a trip they receive no financial support from the University or the Intramural Department. They pay for their own transportation and lodging. All transportation arrangements, however, must be cleared through the Office of the Dean of Men. For all team contests the athletic department provides a student trainer.

In closing, I want to affirm once again that we have a responsibility to all of our students. If through a well supervised and well conducted program of sports clubs we can reach more of the total segment of the university student population, then an Intramural Sports Club program is a must and one of our administrative responsibilities. The direction one takes will be a reflection of his individual philosophy pertaining to Intramurals.

THE BROADER CONCEPT OF INTRAMURALS AND RECREATION AT COLLEGE OR UNIVERSITY LEVEL

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McGill University

INTRODUCTION

The following discourse on Intramurals and Recreation shall not attempt to delve into detailed specific phases of Intramurals and Recreation as time will not permit. However, I shall endeavour to include in this paper general information on some of the basic problems and development in Intramural and Recreational programs.

In a broad sense the word Intramurals may be defined as all

physical activities competitive or recreational carried on within the walls of an institution.

Recreation is the satisfaction of human desires, the desire to create, to compete, to play, to express oneself, to belong to a group and feel wanted. Recreation includes all activities the person selects to do for the satisfaction of the doing. It is not a stereotyped group of activities, but a natural approach, a psychological reaction - a way of life.

Although both recreational and intramural programs are concerned with the individuals' interests, talents, skills and the development of skills, I shall discuss the two broad programs separately.

In general, the scope of an Intramural program depends on facilities, interests and needs of students. It should attempt to provide every student with the opportunity to participate in organized competitive activity as often as time, interest and inclination permit. The Intramural program has undergone several distinct stages in its development during the past several decades.

In the early stages Intramural Athletics were informal sports and games which were played by students in their leisure time. As Educational Institutions expanded and enrollment increased, informal participation in sports expanded. The haphazard nature of these activities gave way to better organization. Physical Educators began to take an interest in this informal program as they realized an unusual opportunity to broaden the scope of Physical Education. Colleges and Universities made provision for departments of Intramural Athletics. Athletic Department heads were, and still are, in favor of Intramural Athletics. It not only provides training for potential varsity material but broadens the scope of the overall athletic program. After World War I Intramural Athletics received a tremendous impetus in scope and participation.

The program then became too complex in organization, publicity, point scoring, participation, awards, subsidization of athletes for competing units, slogans and statistics; that satisfying experiences derived from competition were ignored. This, then, necessitated a period of transition. Would Intramural Athletic programs stand or fall?

Physical educators began to evaluate the program and found that the education objectives were disregarded for mass production and meaningless activities. The transition to meet these sound educational outcomes was a slow process, but the present day Intramural programs are developing in the right direction and, in my humble opinion, will continue to do so.

The organization, administration and program of Intramural Athletics will vary in different institutions, but the basic principles are relatively the same. Units of competition, nature and scope of program, constitution and by-laws, schedules, administrative head and student committees should be set up to meet the specific institution peculiarities. Programs should not be patterned on other institutions, but should meet the needs and interest of the students which may vary

considerably from one institution to another. The framework of the program must consider climatic conditions, facilities, competing units and length of schedules in terms of the total demands on the time and energy of students.

If the program in an institution meets the needs of the students and the administration is efficient it should be successful. We must all take cognizance of the fact that the organization, administration and supervision of Intramural Athletics offer to many students a wonderful opportunity in working with people. The success of an Intramural program depends on the wholehearted co-operation of many, whether they be members of committees, team managers, officials or participants. Nevertheless, it is believed unwise to permit students to control Intramural Athletics. The proper administration of the program requires a great deal more time than students can afford. Personal favoritism and policy changes detrimental to the student body often result.

RECREATION

"In the past, the term recreation has had many aliases. It has been frequently confused with its dividends (as in health, therapy, democracy, character building, physical condition) and with its methods (as group work). Even today it is too often negatively interpreted as an antidote for juvenile delinquency or take-the-children-off-the-street movement."[1]

Frequently it is interpreted as a physical activity only or something merely for children, or social games or highly organized activities or special events. It is often erroneously interpreted as the milder activities in contrast to strenuous participation and appreciation of the less cultural as opposed to the most artistic.

Recreational living is that phase of life which is designed to broaden the interest area, to give an opportunity for creative expression, to develop skills and talents, and to provide pleasure.

During the past decade or two, recreation assumed increased importance as the economic and social structure in which we live changed and became more complicated day by day. Recreation programs broadened their scope to include outing clubs, recreation clubs, and groups with interests other than those involving competition.

To illustrate this broad phase of recreation, I would like to tell you about the McGill Outing Club, popularly known as the M.O.C. It is the largest club on the campus and the only one offering a year-round program of activities. Its great appeal to so many students appears to be due to the emphasis being placed on inexpensive, non-competitive recreational activities. No previous skill is required to take full advantage of any part of the club's program. The M.O.C. is a member of the Intercollegiate Outing Club Association, and, like the ninety other member clubs, is operated by the students with some financial assistance from the University. During the school year, September to May, the

[1]American Association of Group Workers.

outdoor activities are centered around the large supervised co-ed accomodations operated by the club at Shawbridge, forty (4)) miles north of Montreal, in the foothills of the Laurentian Mountains. In the fall from thirty to one hundred students may be found any week-end at the Shawbridge headquarters. From this central point the hiking and rock climbing parties, with trained leaders, set out for many fall-colored Laurentian areas.

The hiking parties usually follow one of the many ski trails which help to prepare them for the winter ski activities. Both the hiking and rock climbing groups take lunch materials with them and, using M.O.C. equipment, do all their noon-day cooking out of doors. Some of the hardier souls take along sleeping bags and tents to spend the night under the stars.

For those interested in horse-back riding, the riding chairman organizes groups to go riding on Mount Royal two or three times each week at reduced club rates.

As the winter season approaches the "House" becomes increasingly popular as a center for the "Skiing Fraternity of McGill Students." Many students who have never skied have availed themselves of the free ski instruction given during the Christmas holidays and every Sunday all winter by a recognized Ski Instructor. They have been able to join the many other skiers who enjoy week-end skiing either on the low hills or on the popular and less expensive cross country trips. Several winter camping trips are held during the season. They are for novices as well as experienced campers and provide a great deal of enjoyment.

During the winter and spring, visitors from many of the American College Outing clubs spend a few days at the M.O.C. House. The many friendships made are further cemented when M.O.C. members make return visits to other Outing Clubs, such as Dartmouth, Cornell and New Hampshire to enjoy their favorite skiing terrain and other outdoor facilities.

As the spring and summer season approaches, cycling and canoeing trips are organized by those who are interested, and many of the Laurentian lakes and New England highways are familiar to the summer participants.

I sincerely endorse the expansion and development of outing clubs and recreational clubs in Universities and Colleges. I feel most strongly that they have provided the extra-curricular need in a program affording opportunities for practical organization, and for contact with students of different ideas, beliefs and experiences.

In planning future programs in these two broad areas, we should first consider the following:

a) What relationship, if any, should exist between these two programs?
b) Have we placed too much emphasis on the one at the sacrifice of the other?

c) Have we over-organized our students into leagues, making them conform to our schedules rather than to their interests?
d) Have we over-sold the championship idea and neglected the voluntary type of recreation activity session?

I feel that there is a definite place for both. Students want competition and they want to belong to a unit. Faculty, interfraternity or house team is a morale builder of the highest type. However, there are those who want to play their favorite activity when they feel like it and for as long as they feel like it.

The dovetailing of the two seems obvious. Organized leagues and tournaments should form the backbone of the Intramurals. The club-type of activity (skiing, fencing, tennis, judo, rifle and pistol, modern dance, etc.) should form the basis of the recreational program.

Intramurals should be run by a Director whose principal duty is to organize and administer leagues and tournaments. Recreation should be run by the students (with staff advisors). Since they have a common interest, it is to their best interest to run their own affairs. Intramurals should be closely integrated with the other athletic programs. Recreation programs should follow their own pattern based on the interests of the members which may vary from year to year.

"Reader may obtain Bibliography from Author if desired."

INTRAMURAL PUBLICITY THROUGH TELEVISION, RADIO AND VISUAL AIDS

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It is perhaps not wise to immediately suggest a different title for a subject already printed and advertised in the program. However, there is a difference between "publicity" as such, and what we would hope to accomplish through the use of the various media noted.

I think most Intramural Directors would agree that we are trying to establish an awareness among the student body that an activity program exists and that this program's only justification for existing is its service to the students.

While "publicity" has a connotation of notice or recognition for the intramural office, director, supervisor or program, a well distributed awareness among the students of the services or opportunities available will help make the point that the intramural program does not function for the school, director, or varsity athlete, but for the great bulk of the student body.

Obviously, news stories, pictures, game results and team standings printed in the student paper are publicity -- and as such are a good

means of bringing the activities to the attention of an increasing number of students. It is difficult, however, to convince many students, through stories of games and tournament results, that they too may participate. The tendency to feature the outstanding players or plays often convinces the not-so-outstanding player that he is not up to the level of play in the intramural league.

Some other, more dramatic, means of communication are needed to supplement the coverage afforded by the paper.

We have barely scratched the surface in the use of films, television and radio at Michigan State in spreading information about activity opportunities offered through the intramural program. It should be made perfectly clear that our methods are not the best or the only uses throughout intramural programs in colleges and universities -- they are just one example of a beginning in this area.

We are fortunate to have an active university television station on our campus. With the help of their technicians we made a five-minute film of some of the activities in our program. A narrative of the film is designed to point out the relationship between varsity, Physical Education and intramural activities.

Our Sports Publicity Department asked us to prepare the film for use as one of the half-time activities of nationally televised Western Conference basketball games.

-- SHOW FILM --

We have used the film in a number of ways -- all with the same goal in mind -- to get through to every student that there is an activity for him of some kind at one time. Before every school year we meet with approximately one hundred and fifty dormitory residence advisors. (Student leaders supervising dormitory sections.) The film is shown and amplified in discussion so they may better explain the program in turn to the dormitory residents. The film is also shown to the elected intramural managers from fraternity, dormitory and independent groups.

High schools request prints to orient prospective students of the university. The professional students in the intramural athletic courses see the film, as well as the visitors to the Open House held each year in the gymnasium.

Each of the television stations at some time during the year conducts a sport information program which includes discussion of intramural athletics at the university. In each case the film is seen, not only by the students but by the townspeople in the adjoining areas. We have had expressions from townspeople indicating that the film has helped spread an understanding of the value and of the need for intramural programs.

The greatest contact and impact is made with the freshman class enrolled in our Physical Education Foundations classes. Each new student enters this class and is exposed to every activity and facility

offered by the department. In a period of a week we served every class with the film and a talk on the intramural program. This year the total enrollment in this course was nine hundred. We are now in the process of making a longer film for the Foundations course that will specifically instruct the student on how to sign up for a team or tournament, as well as to show some of the activities offered.

Radio at our campus emanates from three different sources -- the university station, a closed circuit dormitory system run completely by dormitory residents, and the local radio stations.

Coverage by the university station and one of the local stations has been primarily limited to the results and game-score type of reporting. Our office reports the results and future schedules to these stations each day. These reports are then broadcast during the sport news spot on the following day.

The closed circuit dormitory radio has its studio in a centrally located residence hall. A five to ten minute daily sport program, with interviews and discussions of coming events, eligibility, deadlines, facility availability, as well as results, is beamed directly to each dormitory room in the men's residence halls. Each room has at least two students, which means we can reach approximately three thousand men -- if they tune in their radio. We also use this radio system for spot announcements of bad weather postponements and other announcements pertaining to dormitory teams.

Our new intramural building to be completed in January has provision for closed circuit television. This will be used for instruction, and intramural sport and officials' clinics and demonstrations. There are three projection areas with three viewing areas.

With the increased awareness of the fitness and efficient living required for the perpetuation of our way of life, intramural programs come sharply into focus as one of the prime means to establish and maintain this level of fitness. Every student must be reached by one means or another, and be made aware of his or her opportunities to better enjoy both work and play.

INTRAMURALS AND PHYSICAL FITNESS

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INTRODUCTION AND TOPICAL LIMITATION

Intramurals at the college level present good opportunities for students to enjoy physical activity. It reaches students who would not be reached by any other medium. Intramurals especially offers the student the opportunity to meet and mix with others in a wholesome environment rich with possibilities for social intercourse. It provides leadership opportunities, fosters good sportsmanship and provides fun.

I will, however, restrict myself to the physical fitness opportunities that an intramural program can and should provide. In other words, how can Intramurals aid the individual in strength improvement; in muscular and cardiovascular endurance, and in the ability to enjoy physical activity without undue after effects; and in the control of his body in various motor movements? This is my topic in practical, realistic words: -

How can we add the physical fitness ingredient to Intramurals?

1. PROVIDE FOR CONDITIONING AND INSTRUCTION

Students should be offered the opportunity to practice events and activities in which they will participate. It is regrettable that some students will participate in an Intramural Wrestling tournament, or a Swimming meet without having had a number of conditioning workouts prior to the competition. It not only looks shameful but it can prove to be harmful to the student. Physical fitness improvement is not a one-shot affair - it must be a graduated program, taxing the individual only enough that with a short rest he can return and perform once again.

The instructional phase of the program will improve the calibre of competition and the participation as well as the enjoyment of the activity. Such instruction will complement the service program in those particular sports where they cannot offer instruction.

The Intramural program should seriously consider the allotment of time and facilities to a number of practice sessions supervised by physical education majors or qualified personnel in every sport that can be termed an endurance activity. The students must then attent a minimum number of these sessions before being able to compete in that particular event.

Such sports as wrestling, tackle football, swimming, cross country and track and field endurance events would mostly definitely be included.

2. PROVIDE FOR LEVELS OF COMPETITION

A number of sports in the Intramural program have great appeal to students and large numbers wish to participate. Where the poor competitor meets the good competitor neither can really enjoy the activity and neither can gain the best physical fitness benefits. However, when the good competitor meets the good competitor and the poor competitor meets the poor competitor, each competitor must "put out."

Homogeneous grouping for competition leads to better physical fitness. A, B, C leagues determined by the level of skill can be formed in all team sports. Each faculty or section can be represented at all three skill levels, or at two or even at one skill level.

Where restriction of competitors in the individual sports are necessary, the several levels of competition will serve to provide for closer competition, greater participation and better physical fitness improvements.

3. PROVIDE FOR FREQUENCY OF PLAY

A direct and positive relationship exists between the intensity of activity and physical fitness improvement. The product of frequency and intensity of play determines the degree to which physical fitness can be improved.

Participation in most activities of a moderately strenuous nature are advocated a minimum of twice a week. The frequency 0f participation will depend upon the intensity of the activity.

Intramurals can provide for this outlet by scheduling activities such that the greatest number of the student population may participate regularly at least once a week in some activity.

4. PROVIDE FOR INDIVIDUAL SPORTS

Individual sports have future fitness values. If young men achieve reasonable skill in one or more individual sports and if through the Intramural program, they can be aided in making it a habit to perform regularly. They will gain present fitnesses. They will also be more prone to take part in activities of their choice when time, partners and facilities are limited.

5. PROVIDE FOR VARIETY

A variety of activities in the Intramural program will satisfy the varying tastes and levels of ability of the entire student body. Team as well as individual and recreational games have to be provided to ensure a wide choice of activity and to satisfy the individual needs of many students.

If we are to claim solid physical fitness values for our Intramural program we must fulfill all five of the topics aforementioned.

A CONFLICT IN RESEARCH CONCERNING THE RELATIONSHIP OF MOTOR ABILITY AND ATHLETIC PARTICIPATION TO PERSONALITY MEASURES

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THE PHYSICAL EDUCATION PROFESSION has long been concerned with the complex relationships of physical skill and physical achievement to personality characteristics. A personal review of studies investigating separately motor ability and athletic participation indicated that individuals with greater physical skill or achievement seemed to possess an advantage which provided greater peer acceptance. Many investigators found positive relationships between greater physical skill or achievement and socially desirable personality characteristics. Both variables, physical skill and physical achievement, appear to have social stimulus value in the American male adolescent culture.

ORIGINAL RESEARCH

However, researchers did not examine these relationships when varying levels of ability and participation were combined. Physical skill or motor ability, in some degree, is common to all people; the experience of participation in athletics is elective. Some individuals may not choose athletics even though they have the necessary physical abilities to be successful in them. Other individuals may choose to participate in athletics although lacking certain physical abilities. Because of certain conflicts among assumptions and conclusions in past research, the present author conducted an investigation[1] in an attempt to differentiate between motor ability and athletic participation--between ability to perform and actual participation--in their relationship to standardized personality measures.

Subjects and procedures. A group of 167 Pomona College junior and

[1]Jack Keogh, "The Relationship of Motor Ability and Athletic Participation in Certain Standardized Personality Measures" (unpublished Ed. D. dissertation, University of California, Los Angeles, January 1959) 111 pp. A more detailed account than that presented in the present paper is being prepared and will soon be submitted to the Research Quarterly for consideration for publication.

senior male students was administered the Larson Motor Ability Test and the California Psychological Inventory (CPI). Previous experience in interschool and intramural athletics from junior year in high school through sophomore year in college was used to classify subjects as nonathletes, intramural athletes, and varsity athletes.

Each subject was classified in two ways: as having high (H), middle (M), or low (L) motor ability and as being a varsity athlete (V), an intramural athlete (I), or a nonathlete (N). The two-way classification of subjects with three levels within each classification resulted in nine distinct sub-groups: varsity athletes or high (HV), middle (MV), or low (LV) motor ability; intramural athletes of high (HI), middle (MI), or low (LI) motor ability; and nonathletes of high (HN), middle (MN), or low (LN) motor ability.

Data analysis. Differences on the mean raw scores on the eighteen scales of the CPI were examined by one-way analyses of variance, first, between athletic participation groups (N, I, and V) and, second, between motor ability groups (L, M, and H). As only two F values from the thirty-six analyses achieved the .05 level of significance, it was concluded that the total findings represented chance variations and indicated that, as measured in this study, no relationship existed between either motor ability or athletic participation and the separate scales of the CPI.

TABLE I

ARRANGEMENT OF MOTOR ABILITY AND ATHLETIC PARTICIPATION GROUPS AND SUB-GROUPS

Level of Motor Ability	Level of Athletic Participation			
	Nonathlete	Intramural	Varsity	Total
High	HN	HI	HV	H
Middle	MV	MI	MV	M
Low	LN	LI	LV	L
Totals	N	I	V	

A total CPI test response derived from the sum of ranks of median scores was used as a method of comparing groups and sub-groups, with differences analyzed by Friedman and sign tests. Thus, if three groups were to be compared, the group with the highest median score on a scale was ranked one, the second highest was ranked two, and the lowest was ranked three. This procedure was repeated and summed for each of the eighteen CPI scales.

Within the main effect groups, L and M motor ability groups were ranked significantly higher (had lower sums of ranks) than the H group, but no significant differences were found among the athletic participation groups.

Within the group of nonathletes, significant differences favored the LN group in comparison with MN and HN groups. Within the group of intramural athletes, LI and MI were ranked significantly higher than the HI group. No significant differences were found within L, M, H, and V groups. No significant differences or direction of difference existed between varsity athletes classified as individual or team sports participants.

On the total test response, the general results of low and middle motor ability groups ranking higher in the main effects and within the participation groups were consistent within this study but were in direct conflict with previous research. Athletic participation did not appear to have any affect upon the measures studied, also contradicting previous research.

Expectation hypothesis. An examination of the pattern of results on the total test response suggested that higher rankings might be achieved for groups of subjects who participated in athletics at a level which would be "expected" in relation to their motor ability. Thus, a subject of low motor ability would not be expected to participate in athletics; a subject of middle motor ability would be expected to participate in intramural athletics; and a subject of high motor ability would be expected to participate in varsity athletics.

This would lead to the prediction that LN, MI, and HV groups would be ranked significantly higher than other groups of subjects with comparable levels of motor ability or athletic participation. The results of five of six such comparisons favored these groups but only two were statistically significant. The a posteriori nature of these observations obviously limits this expectation hypothesis as being a research hypothesis which requires further investigation.

CONFLICT IN RESEARCH

It was anticipated that significant differences favoring varsity athletes and high motor ability subjects, in a pattern similar to other investigation, would provide an opportunity to study the combined relationships of these variables to standardized personality measures. The lack of significant differences, particularly between main effect groups, indicated that a group of subjects had been identified which did not confirm previous research findings and conclusions.

Support for the results with Pomona College students was found in a study of Grinnell College students reported by Booth.[2] Fourteen scales

[2]E. G. Booth, Jr., "Personality Traits of Athletes as Measured by the MMPI," Research Quarterly, 29 (May, 1958), 127-138. A criticism of Booth's article was submitted for publication by the present author to the Notes and Comments Section of the Research Quarterly. In this criticism, Booth was cited for failure to represent adequately his original findings and for failure to draw proper inferences from the data available.

of the MMPI were administered to students divided into four groups of freshmen and upperclass athletes and nonatheletes. Of fifty-six analyses of variance, only seven had significant F values, and these were not all in the same direction. These findings were interpreted by the present author as representing another group of students which did not confirm previous research findings and conclusions.

Personal reflection as to the conflicting nature of the results obtained with both Grinnel College and Pomona College students led to the possibility that some explanation might be found in a changing perspective in youth experiences and in a confusion of meanings related to athletics and athletes.

Changing perspective in youth experiences. It seems possible that there may be a changing perspective in the position of athletics and athletes among sub-groups within late adolescent and young adult populations. School programs have increased in number and in level of sports offered, permitting a greater variety of students to participate. Other areas of experience may be achieving higher prestige and status which lessen the relative social stimulus value of athletics. The combined effect of a greater number of participants and of athletics assuming a relatively less dominant position might produce a different perspective among the present student generation.

Meanings of "athletics" and "athletes." In a penetrating analysis of how we may approach the study of meanings of American sport, Stone asserted "that the rise of sport in America is a concimitant of the diminution of social distances appropriate for the industrial society. For it seems that sport may be viewed precisely as some linkage of play and the work form."[3] In a modern industrial society with social distance diminished, Stone feels that play may not be identifiable and that it is a problem to determine where to look for contemporary meanings of sports.

A pertinent observation would seem to be that "athletics" and "athletes" are terms with a wide variety of meanings. Athletics may mean professional, college, high school, or Little League competition; participation may be based upon salary, recruitment, and/or a desire to play. It is this confusion of meanings which makes it difficult to generalize about relationships concerning athletics or athletes.

The Pomona College and Grinnel College subjects would certainly be viewed as members of volunteer rather than salaried or proselyted teams. If the subjects were considered products of a changing perspective in youth experiences, and the confusion in meanings related to athletics was recognized, some of the contradictory findings in this area of study might well be explained.

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[3]George P. Stone, "Some Meanings of American Sport," Proceedings, College Physical Education Association, 60 (1957), 12.

CONCLUSIONS

Assuming the reliability and meaningfulness of both the present and previous research, several conclusions in terms of the variables motor ability and athletic participation seem feasible. It must be cautioned that certain of these conclusions are not supported by any evidence collected in this or other studies but are based on the strength of logical presentation of relevant materials and upon admitted speculation.

Meaning of movement. The sum of evidence related to motor ability confuses rather than clarifies. It seems quite possible that motor ability, as a common characteristic of all people, may have some relationship to developmental characteristics. That is, if certain characteristics, personality or otherwise, can be demonstrated as changed or developed through the interactions of human behavior, then a basic tool of behavior such as physical skill should have importance in this development. Future research in physical education must consider more carefully the personal meaning of movement.

Need for a sociological view of athletics. There is a distinct need for a comprehensive sociological view of athletics in America. The lack of such information was apparent to the author when surveying literature related to athletics. This view should not be limited to programs administered by educational institutions but should include all types of activity which can properly be described as sports. Of particular interest would be the study of athletic recruitment in the United States.

Effects of participation. The present paper, although restricting implications from previous research, was not intended to minimize potential benefits of physical activity. It does imply that more important than the question, "What are athletes like?", would be "What affects does participation have upon athletes?" More emphasis should be focused upon identifying and studying factors within athletic programs which are important determinants of desired outcomes.

Limitation of inferences. As a final conclusion, the word "athletics" and "athletes" must be carefully used in the literature of physical education. It is a personal observation that, when the word athletics enters a conversation, rational, careful thinkers often discuss the topic in an emotional, non-critical manner. The evidence from the present paper would seem to substantiate an assumption that "athletics" and "athletes" are meaningful terms only when defined in relation to a specific group of subjects in a specific environment. It would follow from this that any generalizations as to what athletes are like, or what the values of athletics are, would be meaningless without this frame of reference.

PART VERSUS WHOLE METHODS AND MASSED VERSUS DISTRIBUTED PRACTICE IN THE LEARNING OF SELECTED LARGE MUSCLE ACTIVITIES

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Introduction. There is a need in motor learning for experimentation in real teaching situations in addition to research done under closely controlled laboratory conditions.

Most laws and principles of learning motor activities are based on experiments using verbal and symbolic material. To base laws of learning of the large muscle activities upon the results of experiments dealing with verbal and symbolic material or even small muscle activities does not seem justifiable. Furthermore, experiments in the learning of large muscle activities are far from adequate in number and quality.

Purpose of the study. The purpose of this study was to compare two different methods of learning large muscle physical activities. Specifically, the study compared part method with whole method learning, and massed practice with distributed practice in physical education classes at the university level. The activities investigated included: swimming (individual-type), badminton (dual-type, and volleyball (team-type).

Procedure. The subjects chosen for this study were Michigan State University male students regularly enrolled in the required physical education program. A total of 366 students were studied. Four classes in each activity learned under part method and two under whole method procedures. Two volleyball and two badminton classes were taught on Tuesday and Thursday for sixty minutes each day. The first sequence was termed distributed practice and the second was called massed practice. Massed versus distributed practice comparisons were made.

Standardized tests were used to determine initial, intermediate, and final performances in badminton and volleyball. The Miller Wall Volley Test was used in badminton and the Brady Test in volleyball. However, since no acceptable (for purposes of this experiment) standardized tests existed in swimming, a battery of seven tests was administered: (1) the number of class periods required to learn to swim fifty yards with the crawl stroke, (2) the form in the crawl stroke, (3) the composite results of form in the four basic strokes, (4) the twenty-five yard speed swim, (5) the fifty-yard speed swim, (6) the one hundred-yard minimum swim, and (7) the distance swim.

The part method consisted of practicing parts of an activity separately until all parts were learned and then assembling them into a unified whole. The whole method consisted of learning the activity initially as it would eventually be played. In the part method of swimming, for example, students practiced the various strokes by first learning the kick, then the arm movements, and next the breathing. After the

parts were learned they were combined into the total stroke. The whole method students never practiced parts of a stroke separately but practiced the strokes in their entirety. In badminton and volleyball the "whole" was considered the entire game; consequently, the whole method students always played the total game, whereas the part method students practiced the various skills and strokes or the component "parts" of the game before playing the total game.

Students in all three activities were tested initially. In swimming, the initial test measured crawl stroke performance. In badminton and volleyball, standardized tests were used to test initial performances. These same tests were administered at intermediate and final stages of learning. Under the conditions of testing as used in badminton and volleyball, three phases of learning were studied. Early learning was measured by the improvement in scores between the initial test and the intermediate test. Late learning was measured by the improvement in scores between the intermediate test and the final test. Overall learning was the measure of improvement between initial test scores and final test scores.

Analysis of data. The data were analyzed by analysis of variance and the t-test of significance except the percent of students who could swim a minimum of one hundred yards at the end of the experiment. A chi-square analysis was used to compare this factor in swimming. By use of analysis of variance, differences between groups, within groups, and the interaction between method and practice distribution were obtained.

Findings. Performance results in swimming seemed to favor the whole method of learning as opposed to the part method (American Red Cross method) as used in this experiment.

Results in three areas--distance swim ($t = 2.547$, $p = .006$), form in the crawl ($t = 2.52$, $p = .007$), and form in the four basic strokes as a composite rating ($t = 1.792$, $p = .04$)-- significantly favored the whole method group. While the fifty-yard speed swim ($t = 1.65$, $p = .06$) and the number of periods required to learn to swim fifty yards ($t = 1.425$, $p = .08$) were not found to be statistically significant, the evidence favors the whole method.

The swimming results showed that the students in the whole method group learned to swim sooner, farther, and faster than those in the part method group, moreover, they showed better form. A greater percentage of whole method subjects also learned to swim at least one hundred yards. Perhaps the most remarkable difference was in the distance swim. The mean distance for the whole group was 845 yards, while the part group mean was 442 yards. Undoubtedly, better form in the four basic strokes and having learned to swim earlier in the experimental period favorably affected the whole method group's distance swimming ability.

Form (including the perfection of parts) was emphasized in the part method, but the part method group was found to be inferior in form when compared with the whole method group.

Neither method was completely effective in the students' learning to swim one hundred yards in the ten-week period. However, more whole method students (92 per cent) learned to swim that distance than part method students (74 per cent) (chi square = 3.794, p = .05).

Since the results of this experiment in swimming favor the whole method of teaching, in this activity it is apparently important to learn to perform by wholes, at the beginning level. It may be conjectured that other similar individual-type large muscle activities, on the beginning level, may best be learned by the whole method.

The performances in badminton indicated that overall learing was not significantly affected by the different methods used. The whole method group was slightly better than the part method group in improvement scores (t = .70, p = .24), but not significantly better. Apparently, skills in dual-type large muscle activities can be learned about as effectively by either method.

In early learning there was no significant difference between part and whole groups (t = .674, p = .25), although the part group showed slightly more improvement. Apparently (in the early stages of learning) the skills of badminton were learned about as well by practicing strokes exclusively as by playing the game in its entirety.

In the late learning period the whole method group was significantly superior to the part method group (t = 1.74, p = .04). Possibly because the whole method group learned to play the total game initially, improvement was greater during the competitive stage (or late learning). This stage was merely a continuation of what had already been learned. The part method group initially practiced strokes (or parts) and in the late learning period the game play required additional learning.

The poorer showing in late learning by the part method group may, however, be attributed to a combination of factors. First, at this late stage the subjects had to learn how to play the total game; this was a new experience since they had not previously played games in entirety. In contrast, the whole group continued doing what they had been doing and no new learning was required, Second, there may have been real differences due to method; that is, perfecting parts of an activity may not be the best way of learning to participate in the total game of badminton.

The performance results in volleyball indicated that the part method was significantly better than the whole method in early (t = 1.8, p = .03), late (t = 2.16, p = .017), and overall learning or improvement (t = 3.6, p. = .001). Not only did the part method students improve more in the early stages of learning, but they improved more during competitive play. Their total improvement thus was far superior to the whole method group. The better start of the part method group undoubtedly enabled them to proceed into the new learning stage (playing games) with better fundamental skills. Since the part method group students apparently had a better foundation in the individual skills required, they found it easier to adjust to team play. On the other hand, the whole method group had been playing games constantly; this may have resulted in a better

understanding of team work but apparently did not give each individual the needed practice to perfect his individual skills.

The volleyball study seemed to suggest that an activity that required a beginner to adapt his own actions to those of his teammates was too complex to be learned by the whole method. And, since the learner's skill as a team member depended greatly upon his individual skill, apparently he should learn individual skill first and separately.

Distributed practice was superior to massed practice ($t = 2.24$, $p = .014$) in early learning in badminton, but in late learning practice distribution appeared to have no effect ($t = .04$, $p = .49$). In the late learning period in volleyball, however, massed practice was significantly better ($t = 2.16$, $p = .017$). Beginners learning a large muscle activity might well have short but frequent practice periods. After some proficiency is achieved, practice periods perhaps may advantageously be longer and less frequent.

Apparently there is little cross effect or interaction between part and whole methods and massed and distributed practice. The combination of certain methods with certain practice distributions does not seem advantageous.

It may be concluded that the nature of the large muscle activities being learned is related to and perhaps influences the effectiveness of certain of the ways in which these activities are learned.

A PHILOSOPHICAL INTERPRETATION OF THE EDUCATIONAL VIEWS HELD BY SEVEN LEADERS IN AMERICAN PHYSICAL EDUCATION*

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The growth and rapid expansion of the physical education movement is without parallel in the history of American education. A half century ago it was rare indeed for academic credit to be offered by accredited institutions for courses in this area. Today physical education and its related fields occupy places of prominence in program of learning at every educational level.

These advances did not result through chance. As with other movements of significance, professional status and stature was achieved through the efforts of far-sighted and dedicated men and women. These persons, along with organizations such as this one, recognized the educational potentials in the activity movement and set forth to prove to

*A synopsis of a Doctor of Philosophy dissertation sponsored by Professors Leonard A. Larson, Theodore Brameld, and William W. Brickman of the School of Education of New York University, 1958, 540 pp.

the educational world that programs of physical education, when properly conducted, had a unique and distinctive contribution to make to the total education of the individual.

This paper is concerned with the educational philosophies of seven professional leaders who were instrumental in shaping the direction of the field during the crucial peiod when physical education was fighting for recognition as an educational subject. It is confined to a selected group who were still active in the movement during the second quarter of this century for this was the period of its greatest expansion and acceptance. Prior to World War I only five states had required programs in its schools,[1] and even as late as 1927 only four state universities offered graduate work in physical education.[2]

The assumption was made that physical educators are educators; that, whereas they have been engaged professionally in a highly specialized area and have directed their thoughts to its improvement, each has a total view of education and it is possible to identify and classify his beliefs according to systematic schools of educational philosophy. To show this relationship, it was necessary to compare the views of the physical educators with those of exponents of the various positions in educational philosophy. The comparative approach to the study of philosophy was adopted, and after reviewing several different classifications, four philosophies -- progressivism, reconstructionism, essentialism, and perennialism -- were selected as the basis for interpretation. These positions were chosen because it was felt that they were representative of contemporary educational thought.[3] The attempt was made to substantiate the fact that while there is considerable overlapping in the practices that all philosophies advocate, the differences in emphases and basic beliefs were sufficient to justify the four demarcations. The point was stressed also that the particular labels were only operational concepts that were used to clarify the emphases that educators place upon different aspects of the educational process. The danger arises when these classifications are mistaken for concrete entities, or when the reader allows himself to fall into what Whitehead calls, "The Fallacy of Misplaced Concreteness."[4] The constructed types served as the means through which philosophical delineations could be made and through which a study of this design could proceed.

Due to their recent introduction into the literature, these terms may

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[1]Thomas A. Storey, et al., Recent State Legislation for Physical Training. Washington: U. S. Government Printing Office, Bureau of Education Bulletin No. 1, 1922, p. 3.

[2]Ruth Elliott, The Organization of Professional Training in State Universities. New York: Bureau of Publications, Teachers College, Columbia University, 1927, p. 50.

[3]See John S. Brubacher, Modern Philosophies of Education, second edition. New York: McGraw-Hill Book Company, Inc., 1950, pp. 296-325.

[4]Alfred North Whitehead, Science and the Modern World (1925). New York: The New American Library, 1948, p. 52.

not be as familiar as some of the more traditional classifications. Limitations of space preclude a detailed description of these positions. In brief, the progressivists, or experimentalists, hold that man is continuous with nature with his growth and development contingent upon the interaction of the self with the environment. They conceive reality as empirical, knowledge as operational, and values as relative, assessed by their influence upon and their benefits for society. Truth is more than conformity to fact; it is the instrument for the verification of ideas.

The progressivists contend that education is inherently social; a continual search for the more qualitative experiences that enrich living. Their concept of learning is based upon organismic psychology with the individual participating actively in shared experiences that have meaning for him. The progressivists believe in the scientific method as the key to learning, integrated curriculum experiences that emphasize problem solving under conditions where the needs and interests of the child are paramount, cooperative planning, the teacher as a motivator and leader, discipline through group control, and that democratic living is fostered best in a climate where all who are affected share in the planning and execution of policies and decisions.

Essentialism is an outgrowth of the venerable philosophies of idealism and realism. In metaphysics, the essentialist believes that there is an antecedent order standing in back of human experience that reflects permanence and stability. The epistemological challenge for the essentialists if found in the attempt to discover this true nature of reality and in the ability to become relationally identified with it. Hence, truth is the conformity of the concept held in the mind to the facts as they exist in reality or with judgments established as valid. Values are objective, based upon fixed standards drawn from the wealth of funded experience.

In education, the essentialists hold that the purpose of the educative process is to transmit the enduring aspects of our social heritage and the lessons learned from the accumulated wisdom of the race. This will call for proper attention to the fundamentals or essentials -- the information, skills, and aptitudes which are necessary for the individual to become a contributing member of society. He believes in positive teacher control, that the learning effort need not be intrinsically appealing or attractive, systematic presentation of subject matter, a prescribed curriculum, logical organization of course materials, imposed discipline as the necessary means to self-discipline, respect for authority and authoritative procedures, objective standards for grading, and in the line-staff pattern of control as the most effective administrative procedure. The essentialist is not to be confused with the old-fashioned traditionalist -- the prototype of the iron-fisted schoolmaster. He is a moderate who proceeds cautiously and with discretion. He is sensitive to the welfare of the individual, but he feels that it is not his job to appease the desires of the immature but to see that measures are taken so that they will grasp the truth.

Since none of the physical educators was found to be reconstructionists or perennialists, a description of these positions is omitted in this presentation. In essence, reconstructionism is an extension of progressivism. It is the philosophy of culture that would use the manifest possibilities of group experience to re-make the culture according to a specific design where the ideals of democracy become factual realities on a global scale. Perennialism is the educational counterpart of the general philosophies of rational humanism as found in the writings of Adler and Hutchins, for example, and the views of the neo-scholastics or Thomists as portrayed in the writings of Roman Catholic educators.

Extended quotations were gathered from the works of ninety-six educators and philosophers who were chosen as exponents of these differing positions. Among others, the following were included: Progressivism -- Boyd H. Bode, John L. Childs, John Dewey, William James, and William H. Kilpatrick; Reconstructionism -- I. B. Berkson, Theodore Brameld, Kurt Lewin, Karl Mannheim, and Lewis Mumford; Essentialism -- William C. Bagley, J. Donald Butler, Frederick S. Breed, Harry S. Broudy, Michael Demiashkevich, Herman H. Horne, and Rupert C. Lodge; and Perenialism -- Mortimer J. Adler, William F. Cunningham, Robert M. Hutchins, William J. McGucken, Jacques Maritain, John D. Redden, and Francis A. Ryan. The technique of generalization was employed to formulate four basic points of view toward each of six general areas with twenty sub-areas that was used for the basis of the comparative analysis of the ideas of the physical educators with those of the educational philosophers. These areas included the general philosophic orientation, views on specific aspects of the educative process, the type of curriculum, administration, the role of the school in society, and aims.

Using the same frame of reference, quotations were collected from the writings of seven professional physical educators, and a synopsis of their beliefs in each of these areas, when expressed explicitly or inferentially, was presented under the same topical headings. These leaders were Thomas D. Wood, Clark W. Hetherington, Jesse Feiring Williams, Jay B. Nash, Charles H. McCloy, Mabel Lee and Elmer D. Mitchell. Although each is a recipient of the Gulick Award and all are recognized for their signal contributions to the field, no claim was advanced that these persons are the most outstanding that the profession has produced. The effort was made to select individuals with varied backgrounds in their professional preparations as well as in their teaching careers. For this reason, many persons with established reputations were not chosen because of their close association with one of the earlier leaders or because they represented the same institution.

By comparing the ideas expressed by the physical educators with the general position as determined from the expositions of the representatives of the four schools of educational philosophy, the physical educators were classified in accordance with the point of view most harmonious with their own thinking. Upon this basis, Wood, Hetherington,

Williams, Nash, and Mitchell were determined to be progressivists, while McCloy and Lee were found to support essentialism.

The fact that these physical educators were classified as adherents of a particular school of thought in educational philosophy does not mean that there were no deviations from the basic point of view in any of those areas. When a person philosophizes, he is making a concerted attempt to understand himself and his role in society in order to give coherence and direction to his everyday affairs. Applied to institutional settings, the philosopher in education endeavors to relate in a meaningful fashion the contributions of his own field to what he thinks the process of education should accomplish. Originality of thought does not lend itself to rigid compartmentalization. Numerous instances were cited to show how philosophers who support a particular position sometimes differ among themselves. A study of the history of ideas demonstrates conclusively that philosophers are not at all reluctant to point out what they consider to be conceptual errors and inconsistencies in the thinking of their adversaries. Still, philosophers are classified by scholars as embracing a specific position in educational philosophy because of the overall consistency with which they adhere to the basic beliefs of a systematic school of thought. The same technique was adopted in this study.

Only a quick overview is permitted at this time to justify the classifications assigned to the physical educators. Wood, who was the first health educator and who directed most of his thoughts to this area, still set the keynote for the progressive philosophy of physical education with his "naturalized program" of activity. Although Hetherington developed his philosophy of play independently of the ideas of John Dewey,[5] there is a remarkable similarity in their theories. Hetherington's four objectives of physical education, for example, are permeated with pragmatic thought, and his insistence for the educational effort to be placed on the basis of "practical living experience"[6] is a cardinal principle of progressivism. Williams is the most articulate spokesman for the progressive philosophy of physical education and is the person who extended its base to cover every aspect of the school program. Emphasizing that physical education must be a social experience if its full potential is to be realized, he built a workable philosophy upon this basis. Nash does not fit neatly and conveniently into any category, but there is a strong undercurrent of progressivism that forms the core of his thinking. His progressivist inclinations are revealed in his stress upon functional subjects, skill as

[5]Both started their initial experiments in 1896; Dewey with his Laboratory School at the University of Chicago and Hetherington at the juvenile reformatory at Whittier, California. Hetherington, incidentally, does not refer to Dewey in any of his writings.

[6]Clark W. Hetherington, The Demonstration Play School of 1913. University of California Publications in Education, Vol. V. No. 2. Berkeley: University of California Press, July 30, 1914, p. 244.

knowledge, play as education, organismic approach to mind-body relationships, and the techniques he would use to draw forth the creativeness that he believes to be within every person.

Although McCloy supports what he calls "the saner and more intelligent practices"[7] of progressivism, his basic philosophy points toward essentialism. His essentialistic beliefs are shown principally in his emphases and in the practices he advocates such as effort over interest; positive teacher control, the manner in which he would implement the "forgotten objectives," his appraisal of the student as the immature person who needs firm guidance, the need for a thoroughly systematized curricula, and his staunch plea for objective standards of measurement and evaluation. Mabel Lee is closer to McCloy in her thinking than to any of the others discussed.[8] Her views toward the prescribed curriculum, transfer of training, formal discipline, testing, the use of drill, teacher-pupil relationships, and, especially, the role of the administrator mark her as an essentialist. Mitchell's writings, particularly his numerous editorials and his brilliant treatise on the theory of play, are consistent with progressivism. This is especially discernible in his general philosophic orientation, his operational philosophy of activity, and in his developmental treatment of aims.

In conclusion, the findings indicate that while no single philosophy of education can be said to be representative of these physical educators, the philosophy of progressivism is the most predominant. Additional research is needed to determine if the favorable ratio to progressivism would hold as well for the other leaders in the profession. The study by Blair[9] is a notable contribution in this area, and more research of this nature should be undertaken.

PERSONALITY VARIABLES OF COLLEGE BASKETBALL PLAYERS

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Human personality is an extremely complex field of study, and numerous theories, concepts, and interpretations have been developed

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[7] C. H. McCloy, "A Planned Physical Exercise Program? or 'What Would You Like To Do Today?'" The Physical Educator 10:38 (May, 1953).

[8] Her two books, for example, carry more references to McCloy than to all of the others combined.

[9] Donn E. Blair, An Identification of Some Philosophical Beliefs Held by Influential Professional Leaders in American Physical Education. Doctor of Philosophy dissertation, University of Southern California, 1956. (Health and Physical Education Microcard No. PE 343, University of Oregon, Eugene, Oregon).

concerning its nature. Broadly defined, personality may be thought of as an integration of traits. There seems to be general agreement that "it refers to the totality of the reaction patterns, or traits of an individual--or the totality of an individual's behavior patterns in life situations."[1] Another way of saying this in even simpler terms is, "Personality is that which permits a prediction of what a person will do in a given situation."[2] Viewed in this light, the role of personality as it relates to physical education and athletics carries many implications for personnel assuming teaching responsibility in this area. Considerable discussion and conjecture have been devoted to this topic, with many assumptions being made on the basis of subjective judgement which is frequently difficult to substantiate. It becomes apparent that in addition to focusing attention on those phases which deal primarily with the physiological and anatomical bases of performance, researchers are confronted and challenged with exploring the vast area encompassed by the psychology of personality.

PURPOSE

Far greater attention in the past research has been devoted to analyzing personality deviations than to the study of traits associated with the healty personality. In an attempt to employ an instrument which basically does not identify abnormalities, but rather the predominance of certain personality variables, the Edwards Personal Preference Schedule was selected for this research. Purposes of the investigation were as follows:

1. To compare personality variables as measured by the Edwards of varsity basketball players, non-athletes, and a normative group.
2. To determine the relationship between the personality of varsity players and the coach's evaluation of players based on the criterion of "value to the team."
3. To compare the personality patterns of varsity letter winners in basketball with those of non-letter winners.
4. To develop a research approach utilizing the Edwards for further research in the personality of varsity athletes.

RELATED RESEARCH*

Measurement of personality is recognized as a difficult undertaking, and in most research one of five basic approaches is generally utilized. Studies may be broadly classified as employing: (1) rating scales, (2) personality inventories, (3) projective techniques, (4) physiological tests of emotion, and (5) clinical case studies which

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[1]Jourard, Sidney M., Personal Adjustment, New York: The Macmillan Co., 1958, p. 15 and 287.

[2]Cattell, Raymond B., Personality, A Systematic Theoretical and Factual Study, New York: McGraw-Hill Book Co., Inc., 1950, p. 2.

*The bibliography for this paper will be supplied upon request.

make use of any number of diagnostic instruments and interview techniques. To date the methods most frequently used in the field of athletics are the aforementioned items two, three, and four. Some of the related research is described in the following sections.

Personality Inventories. On the basis of five separate personality inventories Sperling found that varsity and intramural participants scored significantly higher on personality adjustment, ascendence, and extroversion than did non-athletes. Thuen using a composite of items from several standard inventories, compared 100 Y.M.C.A. weight lifters with 100 members active in other sports. He concluded that weight lifters were basically shy, they lacked self-confidence, they found little satisfaction in traditional activities, and they wanted to be strong and dominant. Two studies employing the Minnesota Multiphasic Personality Inventory can be cited. LaPlace studied major and minor league baseball players, his results indicating that major league players are more agressive, more self-disciplined, and more adaptable to situations requiring initiative and social contact. In a study of personality traits of college athletes Booth's findings revealed that varsity athletes were lower than non-athletes on interest, anxiety, and social responsibility variables, and higher on the dominance variable.

Projective Techniques. The House-Tree-Pearson test of personality and the Rorschach were employed by Johnson, Hutton, and Johnson in a personality study of 12 national champions in several sports. Outstanding characteristics noted were extreme aggression, uncontrolled affect, high anxiety, high level of intellectual aspiration, self-assurance, and unusual concern for physical power and perfection. Johnson and Hutton studied the effects of a combative sport on personality dynamics as measured by the House-Tree-Pearson test and found that participation in college wrestling resulted in increased aggression, a decrease in functioning intelligence, and increased neurotic signs. Using the Thematic Apperception Test, the Rosenzweig F-F study, and a sentence completion test, Husman studied boxers, wrestlers, cross-country runners, and a control group of subjects. Results revealed that boxers possessed less over-all intensity than did the other groups, that there was an increase in aggression after completing the season, and that Rosenzweig scores for extra-punitiveness, intra-punitiveness, and super-ego decreased when the season was over.

Physiological Approaches. In a study of emotion Johnson used heart rate, blood pressure, and blood sugar taken at varied times before and after competition with college football players and wrestlers. Fear and anxiety appeared to be of a more serious nature in wrestling than in football. The same researcher employing a psychogalvanometer found that winter sports athletes exhibited exaggerated psychogalvanic reactions in pre-contest situations. To investigate emotional reactions in football and track Harmon and Johson unilized a composite criterion of pulse rate, blood pressure, and galvanic skin response, and found that the latter proved to be the best single indicator of emotion.

PROCEDURE

All subjects were upper classmen at Springfield College. Testing took place during the second half of the basketball schedules, and with minor exceptions, the inventory was administered on a group basis.

Description of the Schedule. A relatively new psychological instrument, the Edwards Personal Preference Schedule was developed in 1954 with a normative sample consisting of 760 college men and 749 college women. Designated to identify normal personality variables, some of its suggested uses include application to research, counseling, selection problems and classroom demonstration. The inventory measures the following fifteen personality variables: achievement, deference, order, exhibition, automony, affiliation, intraceptions, succorance, dominance, abasement, nurturance, change, endurance, heterosexuality, and agression. Standard score distributions (T scores) and percentile norms are provided for each variable.

A consistency variable is included as part of the schedule and provides for a check on the manner in which the subject has answered the questions. Low consistency scores indicate that results may be open to question, and Edwards suggests that any score below nine be questioned. In addition, the social desirability factor frequently associated with personality inventories has been eliminated and well validated by extensive research.

Classification of Subjects. The Edwards Personal Preference Schedule was administered to 12 varsity basketball players (total squad), 12 junior varsity players (total squad), and 15 non-athletes. In the latter category, a non-athlete was defined as one who had never earned a high school varsity letter, and one who had never participated on the intercollegiate level as a member of either a freshman or varsity team. These individuals were selected after being screened by an interview to determine whether or not they met the criterion indicated above. When the consistency variable score fell below 10 subjects were not included in the experimental sample. Applying this procedure decreased the number of subjects studied to 11 varsity members, 11 junior varsity players, and 12 non-athletes.

Treatment of Data. Mean scores for the fifteen variables were derived for each of the groups, and these in turn were compared with those of the varsity team. The significance of the difference between means of groups was determined by computing t-ratios for each of the variables of the inventory. The varsity basketball coach rated each member of his squad at the end of the season in rank order of his "value to the team." For his help in interpreting this rating, it was suggested that the coach apply the standard of evaluating players on the basis of "the player whom I would least like to lose," and proceed in descending order. To determine the relationship between the coach's rating and personality variables the rank difference correlation method was employed. Basketball letter winners were compared with non-letter winners by computing t-ratios for each of the personality variables in the inventory.

FINDINGS

Results of this investigation reveal that as a group varsity basketball players scored higher in five variables than did the normative, non-athletic, and junior varsity groups. They demonstrated a consistently higher pattern in achievement, deference, order, asbasement, and aggression. Difference in these traits between each of the groups varied in terms of their statistical significance. Lower scores were recorded for the varsity than for the other groups in the variables of affiliation and hetersosexuality.

Varsity and Normative Group Differences. Closer analysis reveals that the greatest number of statistically significant differences appear when the varsity is compared with the normative sample. Varsity basketball players differ significantly from the normative group at the .05 level of confidence on the deference variable, indicating that they more willingly follow instructions and conform to conventional patterns of behavior. A statistically significant difference at the .05 level of confidence was found on the abasement variable, revealing that varsity performers are more apt to accept blame for their actions and in most instances feel somewhat inferior to others. Aggressive tendencies appear to be more prominent in the basketball player with the difference approaching significance at the .05 level of confidence. A comparison of scores on the exhibition variable demonstrates at the .05 level of confidence that the varsity group is less concerned with bringing attention to itself than is the normative sample. For the variable of change, evidence well beyond the .05 level of confidence shows that resistance to change and an unwillingness to experiment is characteristic of the basketball group when compared with the normative mean. A statistically significant difference approaching the .01 level of confidence on the variable for heterosexuality indicates that the varsity basketball players are less inclined to engage socially in activities with the opposite sex.

Varsity and Non Athletic Group Differences. In comparing the varsity athletic group with the selected non-athletic sample, statistically significant differences appear in three of the personality variables measured. Willingness to persevere and work hard at a task is more characteristic of varsity members when compared with non-athletes. The difference on the endurance variable approaches the .05 level of confidence. As was the case with the normative sample, varsity basketball players score significantly lower in the traits of change and heterosexuality. This would indicate that the varsity personnel were more reluctant to experience novelty and change in daily routine, and also, were not as interested in gaining the approval and being attractive to the opposite sex. On change the difference between the two groups approached significance at the .05 level, and in heterosexuality, the difference was well beyond the .05 level of confidence.

Varsity and Junior Varsity Differences. Differences between varsity and junior varsity team members are slight. Only in one trait, automony, does the difference approach statistical significance at the .05 level of

confidence. Varsity men are inclined to be more independent and critical of others than are the players on the junior varsity. In other personality variables both groups are very much similar.

Coach's Rating and Personality. Correlations between the coach's rating of team members based on their value to the team and scores on the 15 personality variables were extremely low. Results in this phase of the investigation showed that there was little in the way of a statistically significant relationship between the various traits measured and the head coach's "value rating."

Differences Between Letter Winners and Non-Letter Winners. A comparison of the personality traits of letter winners and non-letter winners on the varsity basketball team failed to reveal any statistically significant differences. The former group scored higher in the variables of affiliation, abasement, nurturance, heterosexuality, and aggression. Those who did not win letters were higher in achievement, deference, order, exhibition, autonomy, intraception, succorance, dominance, change, and endurance.

CONCLUSIONS

It is evident that varsity basketball players differ personalitywise when compared with non-athletes. In this study the ranking of team members by the coach did not correlate significantly with any of the personality variables measured, making it difficult to identify any specific trait or traits which characterized the better players. Finally, personality differences between varsity letter winners and non-letter winners were so slight that those personality variables related to outstanding performance could not be determined.

The extent to which personality affects athletic participation is still to be conclusively defined. There is every reason to believe that an important influence is exerted by this factor, even though the available information at present is not of a definitive nature. Further research investigating the role of personality in athletics is needed in order that a clearer insight and understanding in this field is achieved. Greater attention devoted to determining more precisely the relationship between personality and peformance would be of value to all persons associated with competitive sports activities.

THE IMPLICATIONS OF DEVELOPMENTS IN TEACHER EDUCATION FOR PROFESSIONAL CURRICULA IN PHYSICAL EDUCATION

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PURPOSE AND PROCEDURE

The purpose of the study was to set forth the implications of developments in teacher education for professional curricula in physical education. A survey of literature revealed that while progress has been made in the preparation of physical education teachers, a need exists for curricular revision to increase this progress. This investigation was undertaken in response to the need for such improvement.

On the assumption that teacher education in physical education is an integral part of general teacher education, it was felt that the improvement of curricula was related to the goals proposed for general teacher education as well as for physical education. The study concentrated, therefore, first on the goals proposed, and second on the developments observed in both areas.

A documentary survey of the writings of individual authors and of reports of national and state commissions was made to determine the goals proposed and the directional developments in general teacher education and physical education. Implications for professional curricula were drawn from anylasis of the goals and developments. These data, then, led to the formulation of broad general principles applicable to the three phases of teacher education: general education, general professional education, and specialized professional education. Finally, the implementation of these principles was made in the form of suggested guides for professional curricula in physical education.

SUMMARY OF FINDINGS

I. Correlation Between Goals Proposed by General Teacher Educators and Physical Educators.

There is a considerable area of agreement in relation to the goals proposed for the general education and the general professional education of a teacher between educators specializing in physical education and those concerned with general teacher education. A correlation of the literature in both fields reveals that the following goals are held in common:

A. A broad cultural education in the principal areas of organized knowledge,

B. An understanding of the purposes and practices of education in a democratic society,

C. An understanding of the growth and development of children and youth,
D. A knowledge of the principles of the teaching-learning process,
E. An understanding of the community and intelligent participation in community affairs,
F. An understanding of the nature of the teaching profession and an appreciation of its worth,
G. A well-rounded and well-integrated personality,
H. A broad scholarly knowledge of the field or fields to be taught.

II. Goals Specified for the Professional Field of Physical Education

It is fully recognized that physical education is an extension into a specialized field. It is further recognized that one who would teach in this field must have certain specialized competencies. Thus in the one objective which distinguishes it from general teacher education, that portion of the curriculum to prepare physical education teachers aims at competency in the professional knowledge and skill necessary in teaching physical education.

III. Developments Observed in General Teacher Education

A. There is full agreement among educators of the need for all teachers to acquire a broad general education.
B. A consistency is noted in the recommendations of leaders in general teacher education to increase the amount of such education in the preparation of teachers. The consensus is that from three-eights to one-half of the curriculum should be ascribable to general education.
C. A significant increase is noted in the number of institutions currently offering professional laboratory experiences prior to student teaching. The most common curricular pattern is to these experiences during the third and fourth years, but a definite trend is noted toward providing experiences throughout the four years.
D. Increased use is being made of off-campus cooperating schools and community agencies and more opportunity is given for participation as well as observation. Opportunities for laboratory experience are made available to students chiefly through their work in educational psychology and methods courses, with very limited opportunities in subject-matter courses.
E. In student teaching, a definite trend is noted toward providing students with a variety of supervised responsibilities in the total aspects of the teacher's functions both in and outside the classroom situation. More use is being made of off-campus cooperating schools.
F. These developments have led to an increase in the length of student teaching with a definite trend toward full-time experience. While no standard time allotment exists, the most common pattern seems to be from ten to twelve weeks of full-supervised teaching.

G. Points of consistency are noted in the opinions of educators and in teacher education practices toward extending the pre-service preparation of secondary school teachers to five years. There is considerable disagreement, however, as to how the additional time should be spent.

H. Definite emphasis is being give in the professional area to a knowledge of evaluation. Evidence also indicates that increased recognition is being given to a study of school-community relationships.

1. In the area of child growth and development, two trends are evident. First, to teach a knowledge of growth and development in as many phases of the professional sequence as possible, rather than as an isolated course.
2. An increase in the use of professional laboratory experience as a means for prospective teachers to study the growth and development of children and youth in real life situations.

IV. Developments Observed in the Specialized Area of Physical Education

A. Among those who are concerend with the professional area of physical education there is increasing recognition of the necessity in such education for greater study of liberal arts. This growing recognition is resulting in a wider agreement with those in general teacher education.

B. There is a noticeable agreement among physical educators that the curriculum be apportioned so that approximately fifty per cent of the offerings be in general education, seventeen per cent to general professional education, and the remainder to the specialized area of physical education.

C. A definite unanimity of opinion is noted that the development of performance skills in motor activities should constitute one of the chief requisites in the preparation of teachers. Likewise, teachers should be skilled in a variety of physical education activities, rather than be expert in a few skills.

D. The findings indicate two developments that are being advanced to make it possible to broaden the teacher's knowledge and skill without increasing the number of courses or the time element devoted to skills in professional curricula:

1. Require course participation and practice in the more popular skill techniques. In the less popular activities, the student participates in and practices skills in this area, but the time is not creditable and is spent in addition to, and not in place of, courses offered in the curriculum.
2. Based on the results of a battery of valid skill tests, students are excused from further skill training in the areas in which they indicate proficiency. Where students lack certain skills, deficiencies are made up either in credit or non-credit courses.

E. The data indicates that the trend toward a more functional type of professional preparation as was noted in general teacher education is also being emphasized by a representative group of curriculum directors concerned with the preparation of physical education teachers.

F. These educators are advocating a change from the traditional concept of teacher preparation in which the emphasis is placed primarily on courses in favor of an education which will function in terms of people and their common needs rather than a program focussed upon course taking alone.

G. A marked degree of consistency is noted among leaders in the field that a good background in the physical, biological, and social sciences should constitute one of the basic elements in the preparation of teachers.

H. The data reveals that chemistry, psychology, biology, human anatomy, physiology, hygiene, zoology and sociology constitute the foundation sciences most typical in professional preparation.

I. The consensus of opinion in the recommendations of those concerned with the preparation of physical education teachers is that approximately twenty-five percent of the curriculum should be ascribable to the foundation sciences.

J. Points of consistency are found in the literature of the need for professional students to understand the objectives of the specialized field and the part that such objectives play in contributing toward the goals of general education.

K. The findings indicate that many school systems and communities are failing to recognize the rightful place of physical education in the total school curriculum. The data also reveals that sufficient gymnasiums and outdoor playing areas necessary for adequate programs are lacking in many areas.

CONCLUSIONS

I. Correlation Between Goals of General Teacher Education and Physical Education

A. It is apparent from the examination of the goals and purposes of teacher education that except for certain specialized knowledge, skills, and abilities unique in the teaching of physical education, the general education and general professional education of such teachers is the same as for any citizen-teacher irrespective of subject matter speciality.

B. A conclusion cannot be made that all of these goals are being achieved in every institution preparing teachers. A study of the history of teacher education and of current developments indicates that generally steady progress has been made toward the realization of such goals.

C. National organizations and individual institutions concerned with

the education of teachers are aware of the need for further improvement in teacher education. The means, however, are at hand. The problem now is to shape and direct these means to the ends proposed.

II. Goals Specified for the Professional Area of Physical Education

A. The curriculum should be so divided that approximately one-half of the subjects should be in the area of liberal arts; the balance of the curriculum should be apportioned approximately seventeen percent to general professional education and the remainder to technical courses in physical education.

B. The data studied leads to the following conclusions as to the extent to which the curriculum is so apportioned:

1. Certain select institutions are achieving this goal. The data is insufficient to ascertain the number of institutions nationally who are currently meeting this standard.
2. Nevertheless, there is sufficient evidence that generally the standard is not fully realized.
3. At the same time, there is a concerted effort on a national scale to increase the amount of liberal education in the preparation of physical education teachers.

III. Developments in General Teacher Education

A. Generally, a need exists to increase the amount of liberal arts in general teacher education.

B. Where such increased liberal arts education is provided, it should be substantially completed before the prospective teacher enters the area of professional education. Some orientation to teaching should be given in the first year and gradually increase in the following years.

C. Laboratory experience in the professional area is indispensable to the formation of a good teacher. Such laboratory experience should be provided in as many phases of the professional sequence as is feasible.

D. While there is a significant increase in the number of institutions offering professional laboratory experience, there is sufficient evidence to conclude that the quality of such experience leaves much to be desired. To improve the quality of laboratory experience, four things are necessary:

1. Experiences should be based upon the competencies desired.
2. They should have meaning for the student in relation to his needs, abilities, and interest; and should be within the maturity level of the student.
3. They should have a direct relationship to the goals of the course of which they are a part.
4. Laboratory experiences must be effectively guided and supervised by competent college teachers and supervisors in the agencies in which the experiences take place.

E. Student teaching is the culmination of all teacher-learning situations, and logically follow prior laboratory experience. Here too, the quality of student teaching opportunities should be given greater care and consideration. Particular emphasis should be placed on better guidance techniques and more effective evaluation of the strong and weak points of the student teacher.

F. Students engaged in practice teaching should be provided with opportunities to experience under supervision as many of the regular teacher's functions as is feasible. Such opportunities should not be limited to a campus school but should extend into off-campus cooperating schools, including community experience in such areas.

G. A mimimum of ten weeks of full-time experience should be devoted to student teaching.

H. If the agreed goals of teacher education are to be realized, a fifth year of preparation is required.

I. This additional year of training should be devoted to those professional areas which are necessary for the further education of the teacher based upon the courses previously taken. Particular emphasis should be given to meeting the needs of students in the specialized field.

J. Knowledge of evaluation is a basic requirement for an adequately trained teacher.

K. The study of the growth and development of children and youth can best be given in conjunction with professional laboratory experience which provide the opportunity to study children in real life situations. Here again, the mere fact that such experiences is included in the curriculum is of limited value unless the quality of the experience is carefully established and maintained.

IV. Developments in the Specialized Area of Physical Education

A. The physical education teacher to a large extent carries out the objectives of his specialty through the instrument of performance skills. He must, therefore, be himself skilled in a variety of these physical skills.

B. Nevertheless, the curriculum for the training of the teacher of physical education should be flexible to the degree that where a prospective teacher is already proficient in certain motor skills, such proficiency should be accepted as satisfying the requirement.

C. Wherever state requirements make necessary the inclusion of a set number of activities and hours devoted to skills, without regard to whether or not the prospective teacher prossesses such skills, there should be a concerted effort to modify the state requirements.

D. The same conclusions previously made in the preparation of any teacher applies to the curriculum for the training of physical

educators. The curriculum should be functional to the degree that course-taking is supplemented with the types of experiences which prospective teachers will face in their first leadership experience and which develop the competencies necessary for successful in-service teaching.

E. Laboratory and field experience, therefore, should definitely be a part of such training. They must be carefully selected, bear a definite relation to the courses of which they are a part, and be effectively guided and supervised by competent college and laboratory teachers.

F. These experiences should begin gradually and should be integrated with other phases of the professional curriculum, culminating in a full-time period of student teaching.

G. A firm foundation in the physical, biological, and social science is a basic requisite in the preparation of physical education teachers.

H. Approximately twenty-five percent of the curriculum should be apportioned to chemistry, psychology, biology, human anatomy, physiology, hygiene, zoology, and sociology. Such knowledge should be functional to the extent that the professional student can use such understanding as the basis for establishing his principles of physical education.

I. A knowledge of the objectives of the specialized field is vital to the formation of a good teacher. Nevertheless, such knowledge is of limited value unless the teacher understands the role that such objectives play in contributing to the goals of general education; and through proper leadership in sound programs of physical education applies such understanding so that these ends are realized.

J. Physical educators should give greater stress to the necessity of educating those engaged in general education in the vital role of physical education in the training of our children. More authorship is needed in professional circles to publicize the present dangerous neglect of the physical aspect of the child's education as is evidenced by the failure of some schools to give physical education its rightful place in the total school curriculum.

K. In addition, educators should make greater efforts to bring to attention of boards of education and the general public the contribution of physical education to total education to the end that more funds are made available for additional facilities for physical education and recreation.

THE DEPTH DIMENSION OF PHYSICAL FITNESS

DR. LLOYD O. APPLETON
U. S. Military Academy

This paper is a follow-up of a previous study that analyzed the physical ability status of West Point Cadets and its relationship to their success at the United States Military Academy. It also reports on guidelines for program administration, suggestions that have become evident from certain relationships which have been revealed. This analysis of individuals and groups in physical education at the Military Academy has led to some conclusions and generalizations which are pertinent to leadership selection and development. These conclusions from a ten-year study are:

1. There is a significant positive relationship between the physical ability of cadets at the time of entrance and the criterion of "success or failure" to graduate from the Military Academy. This relationship is present in the physical ability range of entering cadets as shown by:
   a. The higher percentage of failure to graduate. (See Graph 1, page 144).
   b. The greater frequency of voluntary resignation cases. (See Graph II, page 144).
   c. The greater frequency of officially discharged cases. (See Graph III, page 144).

   (b. and c. are a breakdown of a.)

2. There is a significant positive relationship between the physical ability of cadets at the time of entrance and the ability to become Cadet Officers (student leaders) three and one-half years later. (See Graph IV, page 144).

Conversely, there is a significant negative relationship between the physical ability of cadets at the time of entrance and the number rated lowest in leadership ability within their own class at the Academy. (See Graph V, page 144).

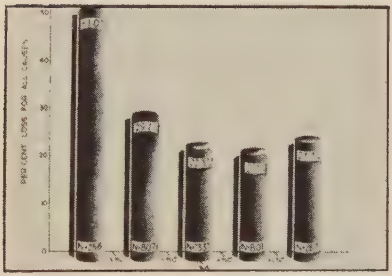
3. There is a significant positive relationship between the physical ability of cadets at the time of entrance and emotional adjustment to cadet life.

No significant relationship was found between the physical ability of cadets and the academic ability. (See Graph VI, page 144).

The Academic Board at West Point, when presented with the statistical evidence for these conclusions, authorized, in 1947, an entrance examination to screen from admission those candidates who measure low in physical ability. The authorized passing score has eliminated approximately five per cent of all candidates. However, of this number eighty-five percent failed some other entrance requirement as compared to less than fifty percent failure over the entire range. This was another indication of the high relationship between West Point qualification and physical ability. In 1956 the first five year check on this procedure was made. Chart VII (page 145) which shows a comparison

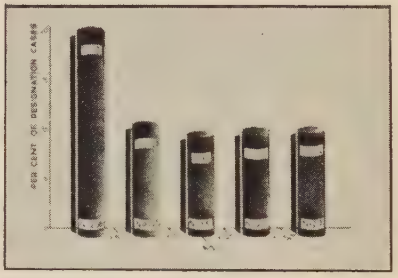
WEST POINT RELATIONSHIP BETWEEN.....
PHYSICAL ABILITY AND CADET SUCCESS

GRAPH I
Failure To Graduate



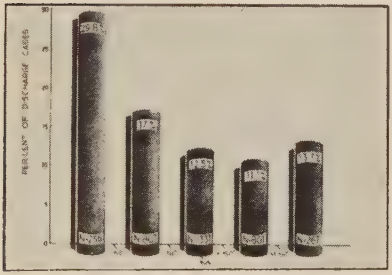
Physical Ability

GRAPH II
Voluntary Resignation



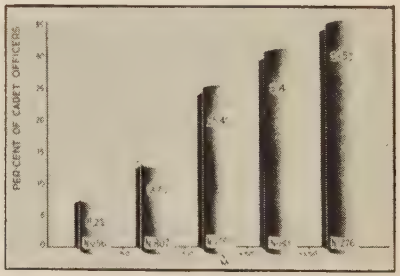
Physical Ability

GRAPH III
Official Discharge



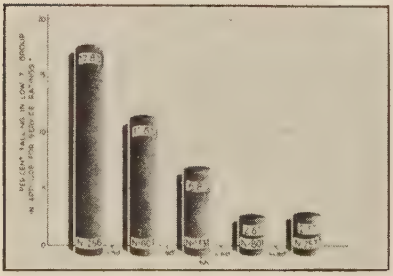
Physical Ability

GRAPH IV
High Leadership Ability
Within A Cadet Class



Physical Ability

GRAPH V
Low Leadership Ability
Within A Cadet Class



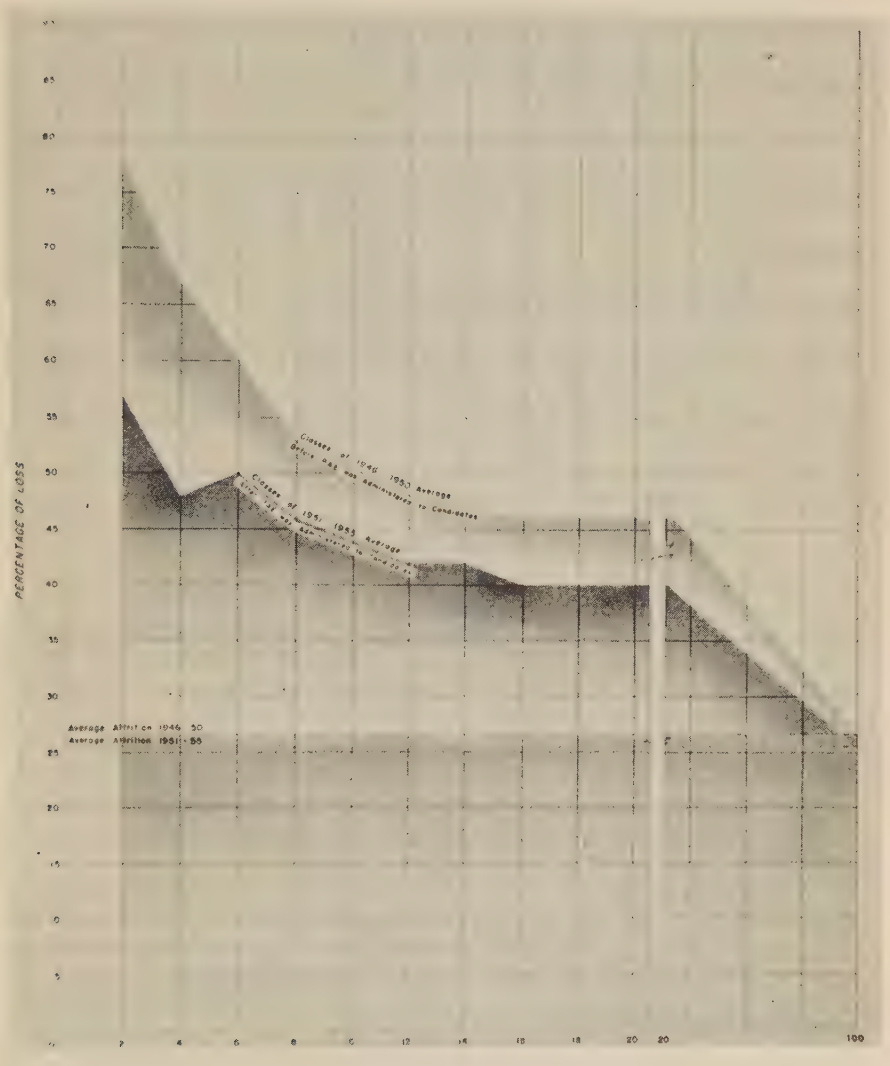
Physical Ability

GRAPH VI
Academic Failure

Physical Ability

GRAPH VII

THE RELATIONSHIP BETWEEN PHYSICAL ABILITY EXAMINATION SCORES AND ATTRITION AT U. S. M. A.


PERCENTAGE OF LOSS
Classes of 1946, 1952 Average
Before PAE was administered to Candidates
Classes of 1951, 1955 Average
Average Attrition 1946 - 50
Average Attrition 1951 - 55
100

PHYSICAL ABILITY AT ENTRANCE
PERCENTILE FROM BOTTOM OF CLASS

of the extent of failure to graduate before and after this screening procedure was adopted shows a definite reduction in attrition rate. Charts I through VI portray the relationships still existing after the five percent passing score was in effect. With this evidence at hand, the passing score was raised last year.

DEFINITIONS

Physical Ability is defined as the capability that a candidate for the Academy possesses to execute those personal physical activities which a soldier finds necessary to perform in line of duty. Examples of these activities are running, jumping, throwing, climbing, dodging, etc.

Failure to graduate from the Academy may be for either of two reasons:

a. Official discharge, caused by academic deficiency, medical reasons, or other administrative reasons.

b. Resignation is voluntary on the part of a cadet.

Cadet leadership is the ability to lead a group and in so doing achieve a definite objective by united effort and, at the same time, maintain high standards of discipline, morale, esprit, and administration.

METHODS OF MEASUREMENT

All members of ten cadet classes, 1946 through 1955 were tested in physical ability at entrance. These scores were used for the determination of the relationships shown. Equivalent test batteries of six items each were established and a different one was used for each of the annual entrance exminations administered. Specially oriented faculty members were sent from West Point to supervise the administration of the examinations used to measure physical ability were validated by commonly accepted research methods. These entrance scores predicted the final physical education grade of the Freshman Year to the extent indicated by the correlation coefficient of .75 in actual field application.

All cadets of the ten classes received a leadership (Aptitude for the Service) rating as part of their annual grade. This rating was obtained through an established procedure accomplished by peer-ratings (cadets) and Tactical Officers (counselors) ratings combined. The ratings for senior cadets were found to predict leadership effectiveness in the Korean War two or three years later as is indicated by the coefficient of .5. The Korean data were collected by a research team that was present with the battle units. Graphs IV and V include only the two extremes of the Aptitude for the Service ratings.

All records and ratings were obtained from the official records of the Academy.

TREATMENT OF DATA

The physical ability scores of each of the five cadet classes, 1951 through 1955 were dealt with separately and were grouped in standard units established by $\pm 1/2\sigma$ and $\pm 1\text{-}1/2\sigma$. Within these groupings fell approximately 7%, 24%, 38%, 24%, 7% of the cases respectively.

Within each of these physical ability groupings the cases identified by the variables described were isolated. The percentages of each variable occurring in each of the standard groupings were calculated. The results for each standard group of the five classes were averaged for each variable.

Differences are observable by comparing the percentages of cases which were isolated from the highest to the lowest of each of the physical ability groupings. To determine whether these differences were within the range of chance the observed distributions were tested for divergence from values calculated on the hypothesis of equal probability (Null Hypothesis) by means of the Chi Square Test. This test yielded Chi Squares which are significant at the one percent level with the exception of the data pertaining to academic failure in which no significant differences were found.

GENERAL CONCLUSIONS

The relationships found in this study, as have already been stated, together with many case histories of cadets that have been assembled over a fifteen-year period, lead to the general conclusions:

1. That extensive and strenuous physical activity with peer groups is an essential requirement in the boyhood experiences of West Point candidates for attaining the social and emotional maturity as well as the physical growth and development to withstand the strains and rigors of the cadet program.
2. The normal American community has within its way of life the potential to prepare most effectively young men as candidates for West Point.

These conclusions have had a definite effect upon the cadet physical education program other than the authorization of the annual physical ability examination procedure. From the heat of continuous program evaluation have come several very important general guide-lines for program administration. While limited to West Point, it is believed that this study has implications for the physical education programs of a free nation. In stating these guide-lines, there was an awareness that in today's world, split as it is by two conflicting ideologies, the methods of Education for American youth will undoubtedly be validated differently from those of a power-dominated nation. To state these guide-lines for program administration it was first necessary to make a statement describing individuals and groups because only as we understood cadets can we understand the programs we help to administer. This statement is in keeping with life in the normal American community.

ANALYTICAL STATEMENT

For convenience of analysis, experience indicates that there are three interflowing, functional areas of a cadet's being; these areas are different, yet entirely inderdependent, one upon the other.

Depth Dimensions of the Individual: As truly as he lives, each cadet has a dimension of depth consisting of emotionally-based character traits such as duty, honor, faith, personal and social attitudes, beliefs, interests, relationships, and aspirations. This is a depth of being and of values that drives him into action and determines his ethical conduct and his depth of living. This dimension may be considered DYNAMIC CORE of the individual; it consists of intangibles which are all interrelated into an active force springing from his basic (bio-social) needs. These traits are slow to change; they are predictable and emergent when structured with understanding, principles, and precepts in a challenging environment. The composite force of these traits is manifested in one's daily action where they determine his specific challenges, his choices, and his degrees of effort. These traits cannot be measured directly.

Vertical Dimension of the Individual: In this dimension are a cadet's observable characteristics such as his goals, his physical components, his skills, his courtesies, his daily practices under the set-rules and principles of his group and his society. All of these can be measured directly, while his character traits of the depth dimension can only be evaluated in terms of this vertical dimension.

The Source Dimension of the Individual and Group: Wherever people live and work together toward a common goal there is a positive force within the group that seeks expression. This is because individuals affect one another. This force brings individuals together for mutual benefit as they help one another. It emerges from the individuals of the group in a composite way when most things are right and when group function is harmonious. It is a force that enhances the efforts of every group member. What is this force?

At West Point there is a very definite "spirit of the Corps of Cadets" that prevails from year to year. It is of this source dimension; it is a force that gives impetus, strength, and guidance to cadets individually. It is vital and real; one can soon feel this spirit of the student body.

The source of this cadet force is the Spirit of West Point that has been growing since 1802. It extends into the Armed Services wherever our graduates go; it extends into every home from which our cadets come; its source stems from the hearts of all persons who value our institution.

People value West Point because of its purpose as they do every other institution and organization that helps the progress of this nation.

The Spirit of West Point is of a common source with the spirit of each of these institutions; through them our people are bound together as they strive in the common enterprize of freedom. They search for the principles of living together for mutual benefit, a search common to all people. Flowing from the nature of people comes the force of cadets striving together whereby they acquire the character traits we imply by the West Point motto: Duty, Honor, Country — which gives challenge and direction to their lives and efforts for a lifetime career dedicated to the Service of their fellow men.

GUIDE-LINES FOR PROGRAM ADMINISTRATION

The generalizations based upon the above statement are prepared as essentials for a program including all three dimensions of physical fitness. In considering these guide-lines they may seem to be palti-tudinous, but in actual program administration they require insight of the greatest depth for their full application. We are continuously handi-capped by a traditional short-sighted framework of administering and teaching that has evolved almost entirely from the vertical dimension of thinking — limited methods found as the major approach to dealing with human beings in many homes, schools, and communities.

1. A cadet is a responsible, physical-social force continuously interacting with those environmental forces to which he is sensitive; each is different in his own way of feeling and responding in a group situation and each learns according to his own experiences.

2. A cadet's leadership development must be structured in his depth dimension. His "core structure" can be changed constructively only by his self-expression, accompanied by his emotional coordinate, as he strives to harmonize his own feelings and thoughts with those forces of the environment to which he is sensitive. This development occurs more readily and with greater understanding with experience in intense situations of sponsored activities where challenges, principles, and precepts are stressed by skilled leadership in a sound functional framework of social forces acting upon him.

3. Physical ability, the ability to express self through movement, is a major means of self-expression. Through movement experiences one meets new challenges and changing situations, and at the same time he completely evaluates his own efforts and standards as they are sanctioned by the demands and disciplines of group action. He con-tinuously acts in a social framework.

4. To maintain the depth, complexity, and completeness of the problem-solving of group activity for cadet learning, physical education programs must provide for three fundamental types of effort, all with a common goal, namely,

Action of the individual as an individual,
Action of the individual as a group (team) member,
Action of groups, each striving as a unit toward a group-accepted goal.

5. Total fitness is a continuously fluid adjustment of cadet energies, cadet interests, and cadet activities where group spirit (team spirit) arises as team-work becomes a symphony of individual responses.

6. The interrelatedness of a cadet's physical components with the factors of his depth dimensions is continuous and inseparable; therefore, the physical education efforts of administration must stress:

Depth Factors		Vertical Factors
Total teaching climate	as much as	Specific instructions
Program methods	as much as	Program content and rules
Social groupings and functional strucutre	as much as	Time and facilities
Student planning and responsibility	as much as	Direct administration
Principles and precepts	as much as	Skills
Personal and social relationships	as much as	The winning of games
Group spirit (emotional lift)	as much as	Physical components
Creativeness	as much as	Conformity
Goals	as much as	Disciplines

In a program designed for physical fitness appropriate for American youth, none of these areas can be overlooked. Physical fitness for life in a free nation consists of a galaxy of intangible, as well as observable, factors. The future belongs to freedom only if persons qualify for that type of citizenship demanded by a free society. The administration of this type of program of depth may be much more complicated and intricate for leadership than the simple vertical program, but from it will come for the individual that force – the dynamic core – which will keep him physically and socially active and capable in the future, long after the temporary values of the shallower vertical program would have "atrophied."

STUDENT ATTITUDES TOWARD CERTAIN ASPECTS OF THE REQUIRED PHYSICAL EDUCATION PROGRAM AT THE AGRICULTURAL AND MECHANICAL COLLEGE OF TEXAS

HERMAN B. SEGREST
Agricultural and Mechanical College of Texas

The Scottish poet Robert Burns once wrote:

O, would some power the giftie give us
To see ourselves as others see us.

Lacking that magic gift, we mere mortals must rely on the words of others. The following account relies heavily on how some others saw a few of us. Some of you may recall from last year's meeting Professor Rhoda's paper about an attitude survey at the University of Oregon. You will note certain similarities between this report and his, for it was his paper which led me to the investigation that comprises the burden of this report. As the title on the program indicates, this is a survey of student attitudes toward physical education activities at the Agricultural and Mechanical College of Texas.

We wanted to learn the students' reactions to the activities offered in the Required Physical Education program, and also to their instructors. Thus, we made up a two-part questionnaire which was administered in March, 1958, to the twenty-four hundred students enrolled in courses in the Required Physical Education program. Since each student filled out a questionnaire for each activity he had taken part in, and since four semesters of physical education activity are required, we obtained a total of 4,795 completed questionnaires. To facilitate tabulation we decided to use the sampling technique, choosing every third questionnaire, with certain exceptions which I will explain as I proceed. The questionnaire answer sheets incidentally, were unsigned, a feature utilized for eliciting the frankest response.

The answers to part one were designed, as I said, to indicate the student response to a particular activity. First we wanted to find out their general feeling, so we asked them to check one of six statements, number one being, "I enjoyed it very much," number four being neutral, "I neither enjoyed nor disliked it," and number six being "I disliked it immensely." Forty-nine per cent of the students checked statement 1; only 1/2 of 1% checked item 6. If we take the first three statements as expressive of enjoyment, we get a total of 91%. Thus, nine out of ten students enrolled in the program found some degree of pleasure in it.

Next we sought their response to the value of the activity. Here 86% said they thought it was valuable, 8% said no, and 6% were undecided. I recognize this 86% is less than the 91% that expressed enjoyment of the activity, and I can offer only a rough guess as to the cause of disparity. All of you, no doubt, have overheard students talking, so their expression — "It was interesting, and education too" — shouldn't seem strange. That expression, I think, reflects a common tendency to dis-

sociate enjoyment from the things we regard as valuable, especially in the schools. And you will note an even greater disparity in this matter of enjoyment and value in just a moment.

We then asked those who had thought the activity valuable to check particular reasons of value. Almost 3 our of 4 (73%) checked increased knowledge, 2 out of 3 (65.5%) checked enjoyment, and 1 out of 2 (49.2%) checked carry-over value. This was gratifying, but not so heartening was the fact that certain values deemed important by professional physical educators — self-control and sportsmanship, self-confidence, overcoming awkwardness — these values rated fairly low. And in all the talk about fitness of American youth, only about 4 of every 10 (42.4%) thought the activity improved their physical fitness.

Those who had thought a particular activity had no value were also asked to designate the reasons for their judgment. I would hesitate to give these reasons, since they are based on but 8% of the respondents, if they did not show a significant correspondence with the favorable reasons I have just mentioned. That is, the ones who did not like an activity did not like it for almost the very same reasons as given by those who liked it. What they sought but did not believe they obtained was enjoyment, knowledge, and carry-over value to later life. Furthermore, slightly more than one-third (36.1%) said the activity did not improve their physical fitness.

As regards the question of requiring physical education in college, we found in 662 answers that roughly 3 out of 4 students (73.5%) thought it should be required and 7 out of 10 (70.7%) said they would register for physical education on an elective basis. We used only 662 answers here to prevent over-weighting that would result from more than one answer by the same student; our magic number of 662 was not plucked from the misty regions of vision but happened merely by our using only responses for first semester activities.

Finally, in our activity-attitude survey, we found that 90% of the students did not think it interfered with their scholastic work. They expressed a desire to have certain other activities included in the program, the ones receiving the most votes being basketball, football, archery, judo, and track.

I can imagine that some of you right now are saying to yourself, "So what! Anybody can ask questions and tabulate answers." I agree. But we have tried to use these responses for two purposes this year. First, we have added one new activity to the program and have under consideration several of the others, the major restraint being when to offer them. Second, we have sought to rouse interest in our students about something most of us deem signally important now — the idea of physical fitness for the young people of this country, balanced as it is on the scale of ever-present peril in the modern world. And that leads directly to the second part of our survey, the part I think more important; for here we deal with the instructor, with the key man in all education. In the long run, it is he who is the measure of how well we do in what we do.

Let me preface these comments about instructional skill with the apology that I do not pretend to know exactly what makes a good teacher. I, just like you, have known too many different teachers, one as different from the other as a snowball from a sack dress, yet many I thought were very good teachers. Still, I have found they do have some like characteristics, and educational authors seem to have found the same thing. The first of these is knowledge. You have met people, no doubt, about whom you've held silent conversation with yourself, something like this -- I wish he'd get the mush out of his mouth; or, where in the world did he get a suit like that; or, I wonder if he sleeps with that sneer on his face. But, if you can also, perhaps grudgingly, say, "He knows what he's talking about," he has your respect. So, in a teacher we look for knowledge.

Gratifyingly enough, 95.6% of our students think our physical education instructors know their subject. But when we turn from that to two other characteristics — displaying enthusiasm and rendering individual aid — our delight is somewhat modified. For these less objective but more persuasive aspects of teaching, the percentages show a significant drop. Only 83.2% of the students — five out of six — thought their instructors manifested enthusiasm in class, and almost the same ratio (81.9%) thought that their instructors gave individual help to the students who needed it. Of course, the student may be judging collegiate instruction under the honest misconception that it should follow the pattern of his high school experience, but certainly instructors would not go wrong in stressing their availability for help and in manifesting in their classes the sense of delight that led them to major in physical education activities.

These two aspects — enthusiasm and guidance — modify appreciably the students' overall evaluation of effectiveness. While more than 95% of the students thought their instructors knew his subject, only 86.6% thought the instructor effective. Perhaps, by chance, this percentage equates almost exactly with the percentage of those who thought the activity was valuable to them. I personally believe, though I cannot prove, that a positive correlation exists here. It is the intangible qualities that make teaching an art rather than a craft, and it is to the artist our students respond most whole-heartedly.

Finally, we selected certain criteria of effectiveness from educational authorities and asked the respondents to check the ones they thought pertinent. We used just six, and only when we were analyzing the results did we note that sharper discriminations should have been drawn. Anyway, here were the six criteria: (1) good personality, (2) good personal appearance, (3) class discipline, (4) knowledge and teaching skill, (5) consideration for individual needs, (6) well-organized instruction. The two statements that the students ranked highest for the effective teacher were numbers 1 and 4 -- personality and knowledge and teaching skill. Conversely, the characteristics most noted in ineffective teachers were lack of organized instruction, lack of consideration of individual needs, and poor personality.

The results obtained from the second section of the questionnaire have been placed on file so that they are available to the individual instructors. Naturally we hope that each instructor will make use of these evaluations with a view to overcoming possible shortcomings. Comparative findings derived from the raw data are filed with the Director of Required Physical Education for his use in assigning courses, in supervision, and in counseling.

Let me amplify briefly on that last remark. Inasmuch as the Health and Physical Education Department at Texas A. & M. is primarily a service department, we naturally have multiple sections for certain activities. Which instructors, according to the students, are doing a good job, which ones a poor job? We compare each instructor with the rest of the group teaching the same activity. A hypothetical example may perhaps make this clear. Let's suppose that Mr. X teaches boxing, soccer, and weight training. For each activity we check the percentages for him against the percentages for the rest of the group on these items: degree of knowledge, displaying enthusiasm, giving individual help, general effectiveness as a teacher, and the six specific qualities of effectiveness mentioned a short while ago. Perhaps we find something like this. His ratings in boxing and soccer are just about the same as those for the group. In weight training, however, he ranks well below the group averages in all the items, with the probable exception of knowledge. What does that tell us?

Certainly it means that we ought to exercise caution in assigning him any sections in weight training so that a closer check can be made. If the student evaluations seem to be sound, then the Director of Required Physical Education will need to confer with Mr. X. He must have pointed out to him the need that teachers in a service department be competent in several activities, and that they endeavor to make the activity enjoyable to the student by their own interest and enthusiasm.

In addition to what I have already cited, this research points up three other features.

(1) There is a chance that such a survey may be looked upon as a mere popularity contest, but that is no more than a calculated risk which a supervisor can offset by judicious counsel.

(2) Our students need to be more thoroughly informed as to the importance of physical fitness.

(3) With the prospect of expanding enrollments and the scarcity of trained personnel, we may be able to institute a semi-in-service training program for new instructors by having them visit the classes of those instructors who are doing an excellent job, thus learning on the spot what we are trying to accomplish.

In closing, I should like to say that one gratifying result of the survey has been that some of our departmental instructors, after glancing at the questionnaire results, have vowed to do better, notably by more attention to individual help. As resolution becomes performance, the tedious detail work of the survey will be amply repaid. For your departments I feel sure the results would be equally salutary.

ISOMETRIC EXERCISE AND THE CROSS-TRANSFER OF TRAINING EFFECT AS IT RELATES TO STRENGTH

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The author's interest in the possibilities of the development of strength of muscle contraction by the employment of the phenomena of the cross transfer of training has been brought about by the difficulty physical therapists and others meet while attempting to administer prescribed therapeutic exercise when the patient's involved body segments are immobilized by casts, splints or neuromuscular pathology.

Most regimes of therapeutic exercise presently in vogue require that patients move the involved body part through its normal range of motion against a gradually increasing amount of resistance or number of repetitions. This method of exercise is limited to body segments that are mobile and to individuals who are free of contradictions to a strenuous exercise regime. A program of exercise designed to increase strength of muscle contraction by the utilization of the phenomena of cross-education elicited by a single daily static contraction of uninvolved symmetric muscle groups would serve to overcome the difficulty of administering therapeutic exercise to immobilized body parts, shorten the exercise periods and permit patients with severe cardio-vascular or respiratory disabilities to participate in a program of therapeutic exercise.

Statement of The Problem

To determine the effects of maximal and 50% of maximal static contractions performed once daily by the muscles of one extremity on the strength of the exercised and related muscles of that extremity and the symmetric and related muscles of the opposite unexercised extremity.

Procedure

Thirty-six subjects, twenty-one males and fifteen females participated in the experiment. The males were graduate students in physical education at Michigan State University. The females were office secretaries employed at the same university.

The subjects were grouped by sex, the two major groups were then subdivided into two experimental and one control group each by individually matching the subjects on the static wrist flexor strength of the dominant hand. The subgroups were designated M1, M2, M3, for the men and W1, W2, and W3 for the women. Groups M1, M2 and W1, W2, becoming experimental groups and M3 and W3, control groups. The "M" groups consisted of seven subjects in each subgroup and the "W" groups of five subjects in each subgroup.

The Testing Instrument and Apparatus

The instrument used to determine isometric strength was a cable

tensiometer calibrated in whole tensiometer units. The apparatus used in conjunction with the tensiometer to insure accurate testing of the wrist flexor and extensor muscles was developed by Horwood[1] and modified by the author. Horwood,[2] using the tensiometer and the special testing platform, obtained reliability coefficients of .987 for palmar flexion and .991 for dorsal flexion.

The Initial Test

The static strength of the wrist flexor muscles of both wrists of all the subjects was determined. The static strength of the wrist extensor muscles of both wrists was also determined for the female subjects. The males were tested while standing with the forearm immobilized between two adjustable wooden blocks on the testing platform and the elbow bent at approximately a ninety degree angle. The women were tested in a seated position, forearm fixed as for the men but at an angle of approximately forty-five degrees with the free hand resting across the thighs. The subjects were encouraged to exert a maximum effort throughout the testing period. The tensiometer readings were estimated to the nearest quarter tensionmeter unit and recorded, later being converted to tension pounds. Each subject was tested twice, the higher score of the two tests for the muscle groups tested was used to indicate the static strength of those muscles.

The Exercise Program

The basic concept for the exercise regime for the experimental groups is that presented by Muller.[3] On summarizing his experiments related to isometric contractions Muller states:

> "One can say that there is no better way to increase muscular strength than one short, about half-maximal, isometric contraction once a day. Contracting the muscle for a longer period of time, more strongly, or oftener does not improve the resulting increase in strength. In ordinary practice one would not use a half-maximal but a maximal contraction."[4]

Concerning the length of time of the contraction he says:

> "Even the shortest contraction of more than 40% of maximal strength has a maximal effect."[5]

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[1]Horwood, William A., "The Relationship of Wrist and Grip Strength Measures to Beginning Bowling Performance," Unpublished Master's thesis, Michigan State University, East Lansing, 1957.

[2]Ibid., p. 13.

[3]Muller, Erich A., "The Regulation of Muscular Strength," The Journal of the Association for Physical and Mental Rehabilitation, 11:41-47 March-April, 1957.

[4]Ibid., p. 43.

[5]Ibid., p. 42.

Exercise Regimes Of The Experimental Groups

Subgroups, M1 and W1 exercised by exerting one maximal static contraction of the wrist flexor muscles of the dominant wrist once a day for five training periods of five days each. Subgroups M2 and W2, exercised by exerting one 50% of a maximal contraction of the wrist flexor muscles of the dominant wrist for five training periods of four days each and on the fifth day exerted a maximum contraction. The 50% maximum for the next four-day training period was determined from the maximum contraction done on the preceding fifth day. When the fifth day maximum reading was less than the previous fifth day, the higher of the two values was used for the next four-day training period.

The Control Groups

Subgroup M3 and W3 were control groups and were tested maximally once a week in order to serve as closer control for groups M2 and W2 whose program included on maximum contraction once a week.

All subjects were tested and exercised at approximately the same time each day. The exercise apparatus, the position of the wrist exercised and the rest of the subject's body was the same as that used for the initial test.

Retest

On the final day of the experiment a retest of the muscle groups evaluated at the beginning of the experiment was carried out. The retest and initial test were done in as an identical a manner as possible.

Analysis Of The Data

The data obtained in the initial and final test was analyzed using the "t" test to determine the existance of statistically significant differences between the mean strength measures of the initial and final tests for each group. This analysis indicated that in no instance was there a statistically significant increase in the mean strength scores of the exercised wrist flexors, the unexercised wrist flexors on the opposite side or wrist extensors on either side.

Since no statistically significant differences occurred between the initial and final tests for any mean strength score for any muscle group measured, the data was not submitted to further statistical analysis.

Conclusions

Statistical analysis of the collected data indicates that:

1. A maximal or submaximal isometric contraction of a muscle of very short duration done once a day, five days a week for five weeks will not significantly increase the strength of that muscle.

2. A cross-training effect in the form of an increase in strength of related muscles or symmetric muscles on opposite side of the body will not result from such an exercise program.

Discussion

The results of this study confirm those found by Petersen[6] indicating that a single static contraction of a muscle done once a day is not a sufficient amount of exercise to result in an increase in the strength of the exercised muscle.

It is difficult to account for the dissimilarity in the findings of this and other studies as most were conducted with the important elements in common, namely, isometric contraction of a single muscle group done maximally once a day, the part exercised held in a stable position, the same or similar measuring instruments and a reasonable number of subjects and statistical analysis of the data. The factor of psychological motivation must also be considered. The author, in conducting his experiment, encouraged maximum effort on the part of the subjects when such an effort was indicated. It was noted that the male subjects competed informally with each other at every appropriate opportunity. Such competitive motivation failed to produce a significant increase in mean muscle strength for any group of subjects. It is the author's opinion that every subject exercised to the best of his ability each time a maximum effort was indicated.

The phenomena of a cross-transfer effect of training could not be expected to occur significantly when the exercised muscles did not significantly increase in strength. That such a phenomena exists when dynamic exercise is done is well proven. Its existance is in doubt when the exercise is a single maximal or submaximal contraction done once a day. It is also the author's opinion that when sufficient static work is done to produce an increase in the strength of the exercised muscles that an increase in strength will result in the symmetric muscles on the opposite side of the body.

A STUDY OF REACTION-TIME MEASURES TO A KINESTHETIC AND A VISUAL STIMULUS FOR SELECTED GROUPS OF ATHLETES AND NON-ATHLETES*

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Athletics, perhaps more than any other human activity, places a person in situations where he must react quickly to different stimuli in order to be successful. The significance of quick response to visual

[6]Petersen, Bonde F., "Muscle Training," FIEP Bulletin "Education Physique Et La Science," de la Federation Internationale d'Education Physique, pp. 15-19, January, 1958.

*This report is based upon the investigator's Doctoral Dissertation, Indiana University, 1958.

stimuli for success in athletics has been demonstrated by a number of studies. This investigator's experience in athletics and physical education leads him to believe that the individual's sense of position and movement, or kinesthetic sense, is also very important for success in athletics. The ability to react quickly is recognized by coaches as important, and the selection of players with quick reaction time is a common problem among coaches. Scientific information which could help the coach objectively evaluate and select his team members could substantially improve upon the subjective methods commonly used. Moreover, in coaching and physical education there is a need for information which could facilitate understanding individual differences. Reaction-time measures could provide reliable information about athletes and physical education students which could be used in developing better methods of coaching and teaching.

The study reported here is concerned with responses to a kinesthetic and a visual sitmulus. Specifically, the purposes of this investigation were (1) to compare the reaction-time responses of selected groups of athletes and non-athletes to a visual and a kinesthetic stimulus, and (2) to determine the relationship between the two reaction-time measures. The kinesthetic stimulus used in this study was an arm displacement. This investigator realizes that there is tactual sense involved in a subject's response to such a stimulus, it seems apparent that for the purpose of description and clarity that the arm displacement stimulus in this study be described as "kinesthetic stimulus."

METHOD

Experimental equipment. The experimental equipment consisted of three main units: the central control panel, the kinesthetic reaction-time unit, and the visual reaction-time unit. The central control panel contained all the control apparatus used by the experimenter; it consisted primarily of a plywood box, a standard chronoscope, a war surplus code-practice oscillator, various switches and relays associated with the functions of the apparatus, and connections to the power supplies.

In the kinesthetic reaction-time unit, the dropping of the arm from an extended horizontal position served as the stimulus for the reaction. The arm was suspended at a right angle from the subject by a magnet mounted at the top of a vertical stand. The magnet attracted a soft iron bar contained in a leather sleeve strapped to the subject's arm. In addition, the subject was fitted with light-proof goggles to black out his vision.

In the visual reaction-time unit, the stimulus for the reaction consisted of the illumination of a neon glow lamp which was mounted on a stand fastened to a table directly before the subject. In both the kinesthetic and visual reaction-time experiments the subject was fitted with earphones to deliver a buzzing tone from the audio oscillator which

served as a warning signal and as a mask for noise from the apparatus. Also, a telegraph key mounted on a movable board rested on the table before the subject. The subject stopped the chronoscope by releasing this telegraph key.

Experimental procedures. Fifty non-athletes and 100 athletes were used as subjects in this investigation. All subjects were students at Southern Illinois University with the exception of five University of Illinois wrestlers. The athletes consisted of four groups: 25 wrestlers, 25 baseball players, 25 football players, and 25 basketball players. Random sampling techniques were used in the selection of subjects.

Two test sessions were arranged for each subject; the first period served as an orientation and practice period, and the second period was used for the actual testing and recording of 25 trials on each test. All subjects had experience with both the kinesthetic and the visual reaction-time tests during each period, and standardized instructions were read to each subject before the test was administered. Also, the order of testing was systematically varied for all subjects.

In the kinesthetic reaction-time experiment an iron bar attached to the subject's wrist was held in contact with an electromagnet; when the support of the electromagnet was withdrawn, the arm dropped. The subject was then to indicate his awareness of this stimulus by lifting his fingers from a signal key. Similarly, the visual reaction-time experiment required the subject to move his fingers from a signal key when the neon glow lamp was illuminated. In each instance, a standard chronoscope was activated at the same time the stimulus was given, and when the subject removed his fingers from the key the clock was stopped. The elapsed time was read in 1/100 of a second.

Analysis of the data. The measures analyzed were the mean reaction times for 25 trials for each subject on each test. The over-all mean for the kinesthetic reaction-time measure was 146ms., while the over-all mean for the visual reaction-time measure was 200ms.

A reciprocal transformation was made of the raw scores, and the data were then analyzed using a variance analysis for independent measures. Significant F-values were revealed for both reaction-time measures, and homogeneity of variance was satisfied according to Bartlett's test. Appropriate t-tests were applied to determine which mean or means were causing the significant F-values.

A rank method non-parametric test was used to determine if there was a significant difference between the two reaction-time measures. The Pearson product-moment coefficient of correlation was employed to obtain estimates of the relationships among the various groups of subjects for two measures. Throughout this study the one percent level of confidence was used for categorical rejection or acceptance of the null hypothesis.

RESULTS AND CONCLUSIONS

The reaction-time means in milliseconds for the kinesthetic reaction-time and the visual reaction-time measures were as follows:

Group	Kinesthetic Reaction-time Mean (ms)	Visual Reaction-time Mean (ms)
All Groups	145.89	200.47
All Athletes	139.93	194.84
Wrestlers	130.12	188.28
Baseball	139.24	189.08
Football	139.48	197.32
Basketball	150.88	204.68
Non-Athletes	157.62	211.72

For the subjects used in this investigation, the following conclusions were made:

1. Reaction time to a kinesthetic stimulus was significantly shorter than reaction time to a visual stimulus for all subjects and for all groups of subjects.

2. The combined groups of athletes had significantly shorter reaction times to both stimuli than non-athletes.

3. Wrestlers had a significantly shorter reaction time to kinesthetic stimulus than all other groups. Baseball players and football players were not significantly different from each other; however both groups were significantly faster than basketball players and non-athletes. No significant difference was found between basketball players and non-athletes, and both groups were significantly slower than all other groups.

4. Wrestlers and baseball players had significantly shorter reaction times to the visual stimulus than all other groups but were not significantly different from each other. Football players had a significantly faster reaction time to the visual stimulus than basketball players and non-athletes. Basketball players and non-athletes were significantly slower than all other groups but were not significantly different from each other.

5. A modest but positive relationship (.590 for all groups) existed between the two reaction-time measures.

PRINCIPLES OF LAW AFFECTING PHYSICAL EDUCATION TEACHERS

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Problem. The problem in this investigation was to identify selected basic principles of law which serve as the basis for determining the

legal liability of physical education teachers in California public schools. It is believed that most of these principles will have applicability in many other states and hence should be of interest to physical educators and school administrators generally.

The many court actions sustained against school personnel makes a study of this kind worthwhile in that it identifies selected legal concepts which have been followed in past cases. A knowledge of these principles should enable the physical educator and school administrator to avoid some of the circumstances which might result in civil action based on negligence.

California and certain other states now have legal provisions which permit individuals who have suffered personal injury or property damage because of the negligence of an agent, officer, or employee or due to a defective condition of public property to seek redress through civil action in the State courts having original jurisdiction. For example, in California certain conditions must be present at the time of or precedent to the injury or property damage to maintain a suit and under all provisions of State Codes a verified claim for damages must have been presented to the authorized agent of the municipal corporation within ninety days of the mishap or the case will be non-suited. The proper methods of filing the suit must be followed. To sustain a suit against a school district the plaintiff must bring himself under the provisions of any one of three Code provisions.

Section 1007 of the California Education Code makes the governing board of any school district liable as such in the name of the district for any judgment against the district arising because of injury or property damage caused by the negligence of its agents, officers or employees. This Section has become known in the field of jurisprudence as the "General Negligence Clause," because negligence in a general way only must be alleged to sustain an action. Specific acts of negligence are not enumerated in this provision. The validity of the statute was upheld by an Appellate Court decision in 1931 (Ahearn vs. Livermore Union High School District), and since that time the number of suits against school districts have increased at an alarming rate.

Although liability for a negligent act committed by a school employee within the scope of his employment is assumed by the district, the moral responsibility for incurring the liability rests with the teacher. It was his act or failure to act which gave rise to the court action. The counsel for the plaintiff endeavors to prove to the satisfaction of the trial court jury that it was the negligence of the teacher that was the proximate cause of the injury. If judgment is found for the plaintiff, it is an indication of incompetence on the part of the teacher and he is then in danger of dismissal by the governing board of his district.

Teachers and administrators must always keep in mind the fundamental goal which is the prevention of injury, rather than the avoidance of the liability.

Procedures. The major steps in making this study were:

1. An historical survey of the origin and changes in the pertinent provisions of the Education Code.

2. An analysis of the judicial decisions of the Supreme Court, the Appellate Courts, and the Superior Courts of California.

3. A review of the opinions of the Attorney-General's Office of California, and the County Counsels of the various counties of the state.

4. A consideration of the many legal opinions of the Legal Advisor to the State Board of Education of the Legal Advisors to the various local governing boards and of the California Teachers Association.

5. The many articles written by members of the legal profession of California skilled in school law concerning the Tort liability of school personnel and districts which appear from time to time in the many educational journals.

6. Deriving principles of law from the above sources.

7. Listing practical suggestions for physical education teachers and school administrators for the purpose of reducing the possibilities of suit for negligence to a minimum.

The study is divided into the following areas:

1. The legal status of education in California.
2. Tort liability of school board members, school personnel, and school districts.
3. Negligence and Defenses against negligent court actions.
4. The liability of the Physical Educator in Physical Education.
   a. General areas
   b. Supervision
   c. Curriculum and Activities
5. Health and Recreation implications for the Physical Educator.

The historical method of research was emphasized. Data were obtained from statutes, judicial decisions and opinions, case reports, law reports, law encyclopedias, opinions of various legal departments, and articles appearing in the many different law journals.

The method of analysis used to arrive at the basic principles was one of logical sequence. The data from the above sources were catagorized according to the area of liability, similarity of content, applicable law, and resultant decisions. For example, the statutes, code provisions, Attorney-General's opinions and County Counsels' opinions, court cases, and legal articles pertaining to supervision were grouped together. The material was then classified into smaller areas under the headings of "Negligent Supervision," "Incompetent Supervision," "Inadequate Supervision," and "Improper Supervision."

The appropriate statutes and Code provisions of an area, plus court cases, legal opinions and journalistic articles were listed. From this information a basic principle was tentatively formulated. It should be noted that any one principle was not necessarily based on evidence from each of the sources listed above. Principles which seemed to involve contradictory evidence were based on legal precedent. The decision or interpretation of the superior adjudicating authority was accepted as the guiding criterion for selection of the principle.

To check the validity of the tentative principles formulated by the investigator a highly qualified, experienced attorney reviewed each principle and the supporting evidence on which it was based. Principles which were completely agreed upon by the investigator and the attorney were retained in the study. It was necessary to modify other principles upon the recommendation of the attorney and the concurrence of the investigator. If agreement concerning a principle could not be reached either in the original form or a modified form that tentative principle was discarded and not used in the study.

A further check on the validity of the principles in this study is yet to be made. A Professor of Law in the Law School, and a Professor of School Administration, who is an expert in school law, Stanford University, California will review the principles and the evidence which have been agreed upon by the investigator and the attorney. In case of disagreement concerning any principle the investigator, attorney, and the professors will confer together and seek modifying agreement where possible or the principle will be rejected completely for purposes of this study.

The validity of the conclusions is based on the logical arrangement of the data, the thoroughness of the research procedures, and the accuracy of the interpretation of the data. This part of the research was validated by experienced library technicians and researchers in the field of jurisprudence in Law libraries, in the State Department of Education, in the offices of County Counsels, and in similar offices from which data were obtained.

Principles. Selected principles for such area are listed in this abstract. They include important basic points of law pertinent to the specific topic and area. Related areas are covered in additional principles included in the full report of the study.

1. GENERAL PRINCIPLES OF LAW CONCERNING PHYSICAL EDUCATION IN CALIFORNIA

a. All pupils enrolled in the elementary, junior, and senior public schools of California must take the prescribed courses in physical education unless otherwise excused.

b. The governing board of each school district must prescribe the course of study in physical education and must publish and distribute a handbook containing such courses to all physical educators employed by the district.

c. The governing board in the name of the district is liable for any claim of damages arising because of a negligent act of its agents, officers, or employees.

2. SUPERVISION

a. All student activities held in the name of the school must be supervised by certificated personnel of the district at all times no matter when or where held.

b. The physical educator is deemed guilty of a negligent act if an injury occurs to a student of his class because of negligent, incompetent, inadequate, or improper supervision.

c. The physical educator is deemed negligent where an injury occurs to a student of his class and a student teacher, janitor, class leader or other uncertificated personnel was in charge at the time of the accident.

3. CURRICULUM AND INSTRUCTION

a. The district board of trustees and the physical educator are negligent if the course of study does not operate within the framework of the Education Code, the Rules and Regulations of the State Board or if it is unreasonable and contrary to the dictates of society.

b. The physical educator is negligent if an injury occurs to a member of his class while participating in an activity that is inherently dangerous or beyond the physical, mental or emotional capacities of the student even though the activity was in the approved syllabus and recommended for the age level and class.

c. A coach may be negligent if he permits participation before adequate training, instruction and classification, and fails to warn the student of the inherent danger connected with the sports.

4. FACILITIES AND EQUIPMENT

a. The physical educator is negligent where an injury occurs to a student of his class and the proximate cause was a dangerous or defective condition of the property.

b. The physical educator is negligent if he uses dangerous, defective, or worn out equipment even though none other is available.

c. The instructor is negligent if he uses an area for activities that is unsuited for such activity, is overcrowded, or is in an unsafe playing condition.

5. HEALTH AND RECREATION IMPLICATIONS FOR THE PHYSICAL EDUCATOR

a. The physical educator must know the health status of his pupils at all times.

b. The physical educator may be deemed negligent if an injury occurs to a student of his class and the proximate cause was due to the mental, physical, or emotional unfitness of the student to participate in the assigned activity.

c. The physical educator must render first aid in an emergency where medical assistance is not immediately available but it must be given in the manner prescribed by the American Red Cross in that organization's first aid manual.

d. The coach or physical educator is guilty of negligence if he plays an injured or ill player either advertently or inadvertently or permits participation of a student who has had an injury or illness without specific medical permission.

e. The physical educator or coach is guilty of a felony if he permits

the use of "pep-up pills," "stimulants," or other forms of energizers and they contain a salt or a derivative of any of the narcotics listed in the Penal Code.

f. There is liability if the physical educator fails to supervise the conduct of his students while using the facilities of a recreation department for school activities. Liability for a dangerous or defective condition of the facilities is assumed by the Recreation Department.

g. The school district assumes liability for a dangerous or defective condition of school property where the Recreation Department is using the property for its activities but there is no liability upon the district for the supervision of the participants of the recreation program.

h. There is no liability for the supervision of school playgrounds and the equipment after school hours unless the playgrounds and equipment are being used by a school organization in an authorized school activity.

6. CONCLUSIONS

a. Faulty supervision appears to be the major cause for most suits against school districts.

b. Frequent and detailed inspections of the playing areas and equipment must be made at specified times and a record kept of such inspections.

c. Teachers of the public school systems must give first aid in case of an accident.

d. Section 1007 of the Education Code has made for more alert and safety conscious physical education teachers and athletic coaches.

e. Section 1007 of the Education Code has transferred the financial burden of an adverse personal injury suit from the teacher to the district at large.

f. Statutes may be changed over-night by the legislature which in turn could change the shape of future decisions of the courts.

g. Public opinion in a particular locality has swayed jury verdicts against the schools but in the main the Appellate Courts have been impartial in their decisions.

h. It was found that the courts have definite rules in rendering decisions involving personal injuries and property damage caused by municipal corporations.

i. Section 1007 of the Education Code has fostered some false claims for trumped up or feigned injuries but this tendency is far outweighed by affording an adequate remedy to injured individuals against the carelessness of those to whom their supervision has been entrusted, frequently on an involuntary basis.

7. RECOMMENDATIONS

a. For physical educators and school administrators:

(1) In general, suits against school districts should not be settled out of court. It is a derelection of the duty owed to the taxpayers of a district to do so.

(2) All adverse judgments against a school district should be appealed to a higher court.

(3) School districts should provide some type of medical and injury insurance for the students of their schools. The majority of suits are filed because of the expense of medical and hospital care.

(4) The governing board of each school district should evaluate its physical education program at regular intervals.

b. For further research:

(1) Additional study of the area of tort liability should be made in the other areas of education (i.e., Industrial Arts, Science, Transportation, etc.).

(2) A study should be made in local areas to ascertain the number and nature of injury suits against school districts that are settled out of court.

RECENT ADVANCES IN CARDIOVASCULAR RESEARCH

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A twofold view is currently held regarding the relationship of blood circulation and physical efficiency. Absence of disease is considered a basic prerequisite for the maintenance of a high standard of fitness; and the extent to which the well known physiological adjustments to training are in evidence are thought to reflect performance standards.

Only in a very general way are these assumptions correct. Exceptions are so frequent that they cannot be disregarded in formulating theories pertaining to the subject. In a number of communications from our laboratory athletes have been described who were afflicted with a variety of organic and functional cardio-vascular abnormalities;[1] and no quantitative correlations are demonstrable between physiological adjustments of the cardio-vascular system during training and improvement of muscular efficiency.[2-4]

The issue is of far reaching importance in that it reveals the fallacy of the contemporary mechanical approach to the cardio-vascular physiology of exercise which is accepted as dogmatically as was the central role of the earth in the solar system prior to Copernicus. In its exclusiveness, the former is as erroneous today as we now know the latter was in the past. To have elucidated this point is one of the significant contributions of sportsmedicine to clinical physiology.

The validity of this statement is substantiated by the great number of case observations of athletes and cardiac lesions. These lesions are so varied in kind that no doubt can be entertained as regards their interference with the normal mechanism of circulation. Still, they did not render maximal performances impossible. Among the clinical evidence under reference is the account of a British Empire Champion over the Marathon Distance with aortic regurgitation and mitral stenosis; of a

well known ski runner in whose heart a piece of metal due to a war injury is permanently imbedded; a successful track man with a huge aortic aneurysm; a tournament tennis player with atrio-ventricular block; and a girl swimmer with tetralogy of Fallot.

The science of physical education stands at the threshold of formulating comprehensive medical theories which in the past have been conspicuous by their absence. Current technological views of the physiology of exercise as expressed in a number of books on tests and measurements will soon be superseded. These views will not prove altogether useless but their subordination under a dominant principle of integration will be necessary, so as half a century ago Sherrington conceived it in regard to the functioning of the nervous system.

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ATHLETICS AND THE COLLEGE PHYSICAL EDUCATION ASSOCIATION

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Wesleyan University

LAST YEAR AT SANTA MONICA this section was presented with three excellent papers on the topic, Control of Intercollegiate Athletics by State, Conference or Institution. The first speaker, Assemblyman Frank G. Bonell, emphasized the legality of Legislative Control of Athletics and one point he developed was to bring colleges to a place where they could "---hold their own with professional football---."

Ferron Losee concentrated on the conference control of Intercollegiate Athletics. Anyone who has any doubt as to the value of membership in a conference should read this paper in the 61st Proceedings of this Association. My personal opinion is that he omitted one important fact - a conference is no stronger than its weakest member.

Wynn Fredericks confined his remarks on this topic to the problem of the privately endowed institution. I quote his last paragraph -"Each institution must enforce its own regulations. While they may differ in some details, the important factor is the integrity of the institution. If there is any doubt whatsoever about its integrity, then that should be reason enough to discontinue athletic relations. There need be no explanation or recriminations, merely the statement that there will be certain schedule changes from time to time as they seem desirable. Where mutual trust and similar ideals prevail, worthwhile athletic relations will always prevail."

It may be time for this association to accept the fact that its members are conducting their athletic programs for different purposes, and in spite of the varying methods used, there are beneficial results.

With this brief "tie-in" with last year's meeting let us proceed to hear from three institutions quite different in geographic location, using different methods, etc., but each with a profound belief in the value of athletics.

INTERCOLLEGIATE ATHLETICS WITHOUT GATE RECEIPTS

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Mr. Martin, in introducing the general area of intercollegiate athletics today, referred to the discussions on the same subject held

last year at the Santa Monica Meeting. You will recall that those discussions centered on the theme of 'Control' of Intercollegiate Athletics--control by such agencies as conferences, district or national organizations, and state legislatures. I would like, therefore, to continue the subject of 'Control', but from the standpoint of institutional or individual control.

The principle of institutional control is, so far as I know, accepted as a basic tenet of all intercollegiate athletic conferences or organizations. By this term we usually mean that in the final analysis the institution has the right to set up and operate its own athletic program, without being told what to do or how to do it by a conference or outside organization. There is also implied, but without too much attention being paid to it, the responsibility of the institution to maintain the integrity of the program which it sets up for itself. We shall return to these implications of institutional control, but it will be necessary first to examine something of the nature and purpose of an athletic conference.

Ordinarily conferences begin as a result of a few schools, with somewhat mutual problems, joining together for the purpose of facilitating their scheduling and other general operational procedures of an athletic program. This gathering together has facilitated quite considerably the work which an athletic director normally does. As long as the basis of the conference was to facilitate scheduling, and facilitate the business of operating an athletic program, there was no need to get into the matter of eligibility requirements, restriction of out of season practice, recruiting, and other types of controls. When the various groups began to think of things other than schedules and the business of athletic programs, and began to discuss leagues, championships, publicity for the conference, and other related subjects, it became necessary to do something to set up standards for competition, which presumably would make sure that all teams competed on an equal basis. After setting up these standards of play and conduct, it then became necessary to establish some sort of enforcement procedures because the schools composing the conference could not always trust themselves and each other to keep these standards without some such arrangement.

It is at this level, therefore, that it seems to become necessary for institutions to delegate some of the responsibility for institutional control of athletic program and policy to conference control. An institution must subject itself to conference enforcement procedures, and in conforming to certain competitive standards set up by the conference, they may have found themselves accepting conditions which perhaps were not the most desirable for their own particular institutional educational program.

It can thus be seen that conference control has two aspects to it. First, for an institution whose athletic policy, methods and practices are not quite acceptable to their sister institutions, the conference offers a force which will require that institution to bring its program

and methods up to some higher standard. At the same time it becomes very easy for an institution, which normally maintained its program and methods with a high degree of internal integrity, to find it much more convenient and comforting to pass on to the conference the exercise of judgement in matters of its own institutional circumstances. This leads one to consider whether a conference, in the long run, tends to raise the standards or lower the standards.

There is one other aspect of control which I would like to point out, and that is the matter of scheduling. The right to schedule anyone you wish is usually a prerogative which an institution claims in its use of the work 'institutional control.' Many conferences, however, in their efforts to equalize and standardize their league and championship play, require that each institution schedule every other institution in the conference in a particular sport or sports. Under any form of required scheduling then, even though submitted to voluntarily as is usually the case in a conference, this freedom of scheduling is given up. But it is interesting to note here the effect of not scheduling someone. If an institution indicates that it would not choose to schedule another unless the latter approximates its own standards, the second institution, if its desire to schedule the first is strong enough, will usually of its own accord make its policies and program more to the liking of the school which it wants to schedule. A school which did not care about the standards of its opponents, naturally would have no affect on the standards of other schools. I think there are enough cases which indicate that schools whose policy and program have gone astray and who have found themselves at odds with the group of schools they would normally like to compete with, have by their own efforts brought their policy and program more in line with their opponents. I would suggest that since this is done as an internal institutional choice, and not by the external factor of conference control and enforcement, that this is a healthier and longer lasting situation. This is why many schools who feel unable to maintain a program acceptable to their usual opponents, are very happy to endorse a conference required-scheduling program. This takes the pressure off their need to keep their own program in line by their own efforts.

Having examined briefly the kinds of controls that are operative in a conference, let us return to more specific points about institutional control. This control, we have said, would be the right of an institution to set its own athletic policy in terms of its own educational purpose. Secondly, it would include the right to adopt its own methods and techniques of implementation in order to achieve the purpose which it has set for itself. The fact that the right exists to set policy and methods without any interference does not mean that such action will be done in a complete vacuum. It seems to me that any setting of local policy will always take into consideration the generally accepted standards or policies which are in existence elsewhere, and more specifically those standards and policies which are in effect in the institutions with which one normally compares itself.

But even with these external factors in mind, there are perhaps more difficult problems and pressures existing internally, and these also contribute to the final determination of policy and program at the local level. Some of these elements which operate within a particular institution in determining final policy and program are: alumni, faculty, students, coaches, boards of trustees, and various assorted donors who are generally grouped together as Booster Clubs. I have omitted the president of the institution because, while it is his responsibility to state and enforce his institution's policy and program, he frequently has great difficulty in reconciling the various forces which affect the policy and program for which he must accept the responsibility. This does not mean to minimize the influence he does have. Each of these elements in an institution has its affect upon the final determination of policy and program. Each one's conception of standards of educational institutions, standards of athletic programs, relationship to sister institutions, need for publicity, relationship to educational purpose, are all varied and perhaps inconsistent. Yet the more varied and inconsistent the interests of these various factors are in determining the athletic policy and program of an institution, the more difficult it is to arrive at such a policy and program, and the more difficult it is to maintain the methods and implementation of the policy in a straightforward and consistent manner. This is perhaps why institutions, harried and badgered by these various elements each seeking some particular objective of its own, are very happy to turn over to a conference some of the power and responsibility for setting policy and program. This relieves them of the need to do it themselves and they may thus 'pass the buck' to the conference and blame it rather than themselves for unpleasant enforcement problems.

It is interesting to note that in those institutions where the various elements mentioned above are in harmony and agreement as to their policy and purpose and methods, those are the institutions that seem to find themselves generally freer of many of the criticisms and objections to intercollegiate athletics which we hear so much of today. Those schools whose policies and programs are more subject to the variable influence of the pressure groups mentioned are more likely to find themselves at different times at odds with the generally accepted standards of the group in which they are trying to move.

Perhaps the most difficult point at which these various elements involved in making an institutional athletic policy conflict is at the line of demarcation between educational purpose and financial and publicity purpose. It would be wonderful if the maximum financial and publicity benefit were directly proportional to a maximum educational purpose in one's athletic program. However, there are times when a choice has to be made between one or the other. It is the determination of this point which makes for the headaches, and makes for the extreme difficulty that institutions have in setting and maintaining their policy and program. If we accept the element of institutional control, we can accept the fact that some institutions will set this point at one place, and other institu-

tional control, we can accept the fact that some institutions will set this point at one place, and other institutions will set it at another, so that the relative importance of the two purposes might be different. We must also accept the right of the institution to set this point not always where we would like them to. But if we accept institutional control there, we should also accept the principle of institutional control in that an institution does not have to schedule another school whose statement of the relative importance of educational and financial purpose is not the same as theirs. This can be done only if the right to schedule freely has not been given up in some conference arrangement.

It is not the purpose of this paper to find the answers to institutional control and the location of the relative importance of educational and financial purpose in intercollegiate athletics. I would, however, suggest two aspects of the situtation which would be worthy of further consideration. One - the fact that a great deal of our difficulty in intercollegiate athletics arises due to the fact that our practices and methods, as evidenced in our actual conduct of the program, do not always coincide with the stated purpose of our intercollegiate athletic program. This always leads to doubts as to the integrity of the institution concerned, and when such doubts exist, tnere is a greater tendency to look to conferences and other outside organizations for enforcement-type legislation to be sure that the institution in question is doing things as you would want them to. I am suggesting, therefore, that all instiutions might find it healthy to examine their athletic policy and program in its relationship to its educational program, and the methods and practices used to implement the athletic program in regard to internal consistency. And further, that other institutions, rather than be disturbed over a variety of standards of policy and purpose, be more concerned over the internal consistency between practices and policy in each institution. This is a greater clue to institutional control and integrity than any policy statement ever made. Institutions whose practices and policy statements coincide find it much easier to establish relationships with other institutions than those schools whose policies and practices are not consistent.

The second point that I would offer for further discussion, would be the matter of better education of the various elements that are involved in setting up institutional statements for intercollegiate athletics. Since all of the elements I have mentioned are rather vital to the successful accomplishment of both educational and athletic purposes, it seems to me that the better informed these elements are of the relative values of each, the more likely it is that a unified agreement could be reached which would make it easier for the policy to be stated, and easier for the policy to be implemented in practice so it would be consistent with the stated policy.

I think both of these things I have mentioned are matters which conferences and athletic organizations can contribute to. Yet I would not want to do anything to indicate that I approve of the giving up of institutional control to any outside conference or organization. The

best values of intercollegiate athletics will be realized only when institutional control in its finest and fullest concept will be operative in each athletic program of each institution throughout our country.

A PROGRAM OF PHYSICAL EDUCATION AND ATHLETICS WHICH REFLECTS THE UNIQUE GOALS OF AN INSTITUTION OF HIGHER EDUCATION

THOMAS E. McDONOUGH, SR.
Emory University

GENERAL STATEMENT

Emory University is committed to physical education and athletics as an essential and important part of the total educational program. A definite and positive philosophy underlies the University's policy and program. The purpose is to provide for every student full opportunity for wholesome play and recreation and for the achievement of health and physical fitness. To this end participation in the program of physical training is required of all Freshmen and Sophomores, and all students are encouraged to take part in the extensive program of intramural sports. From the beginning the emphasis has centered upon the individual student with a view to incorporating the educational and recreational values of these activities into his total program. The constant aim has been athletics for all for the benefit of all rather than athletics for the expert few for the entertainment of the public.

PRIMARY PURPOSES PHYSICAL EDUCATION AND ATHLETICS

The Division of Physical Education and Athletics serves the entire University. Physical education is closely coordinated with the general education program of the University for the realization of the most effective educational outcomes. The entire program endeavors to advance significantly the purpose which Emory regards as most fundamental.

PRIMARY PURPOSES

1. The promotion of a program that emphasizes the fundamental aspects of general physical fitness and serves to increase the capacity of students for vigorous work or athletic effort. Such a program will provide students an opportunity to raise their present status of physical efficiency so that they may better meet the standards necessary for everyday life.
2. The promotion of a program that emphasizes the development of practical and athletic skill which will better equip the student to participate in a variety of sports, and will enable him to engage in a continuing program of physical activity after his college days are over.

3. The promotion of a program that fosters appreciations of and desirable attitudes toward physical activities. Such a program will provide opportunities for the development of good social conduct whether it be from the standpoint of an active participant or a spectator.

4. The promotion of a program that encourages youth to maintain and improve his own health and to cooperate actively and intelligently in solving community healt problems.

REQUIRED SPORTS EDUCATION PROGRAM

Freshmen and sophomores in the College are required to participate in regularly organized physical education classes three hours a week for six quarters. Six quarter hours of credit in physical education are required for graduation. Academic credit for physical education is awarded on the basis of one third-quarter hour for each hour of classroom work with letter grades and quality points to be given as in other courses.

A physical examination is required of all freshmen and sophomores before matriculation. Motor ability and skill tests are administered periodically to determine progress. An average of 1,000 students participate in this program which includes instruction in 20 sports.

INTERCOLLEGIATE PROGRAM

The varsity program consists of so-called non-pressure sports (golf, tennis, wrestling, swimming, track and field and soccer) and sponsored for those who may excel. Emory is interested in the specialist and those who are "physically educated" only to the extent that the University may augment their present repertoire of sports and afford these athletes facilities for play. Emory University does not oppose intercollegiate athletics in principle but can not support many modern practices, such as awarding grants in aid, subsidies, scholarships, and workships to students whose prime requisite is athletic ability. There are no gate receipts for Emory-sponsored athletic competitions.

STATEMENT OF POLICY ON INTERCOLLEGIATE ATHLETICS

Emory University regards athletics as an integral part of a well-ordered program of physical education. In conformity with this view, the widest possible participation in athletics on the part of individual students is encouraged; expert training and coaching are made available, equipment and supplies are furnished, and games and contests on the campus are promoted under careful supervision.

The University will continue to sponsor and encourage intercollegiate competition in those sports which contribute to the development of health and physical fitness and which have a definite and proven "carry over" value in the sense that they can be continued in adult life. Such intercollegiate sports will not be allowed to interfere with the academic program of the University; and participants will be required to conform to prescribed physical and academic standards. Responsibility for the inter-

collegiate contests is delegated to the Director of Physical Education under such regulations as may be recommended by the University Committee on Athletics and approved by the President.

Participation in those competitive sports which require elaborate and expensive facilities for public entertainment is not in accord with the educational purposes of the University. Competition in football, baseball, and basketball will, therefore, be limited to intramural contests.

THE INTRAMURAL PROGRAM

The Intramural program has been devised to serve the majority of students and faculty in the University. The emphasis is placed on the voluntary competitive phase of physical education for students of average ability. Competitions are confined to groups representing existing University organizations, such as classes, colleges, schools, fraternities and clubs.

GUIDING PRINCIPLES

1. The intramural program is a positive program and not a substitute for intercollegiate athletics.
2. Emory's program is unique in that it reflects the significant goals of an individual institution.
3. Intramurals deserve proper direction and too much dependence can not be placed on student leadership. While such leadership is essential, expert guidance and instruction by well trained teachers are necessary for the proper administration and control of such a program.
4. The creation of top-heavy rules, regulations, and policies which often restrict rather than promote activities have been held to a minimum.
5. Awards are de-emphasized. Participation, other larger values, and playing the game are the important factors in the overall program.
6. Money for the adequate financing of the program is secured from the regular, instructional, and maintenance budgets of the institution. The program is not dependent on gate receipts, concessions, etc.
7. The intramural program parallels and supplements the curricular offerings of physical education. All services within the department are closely integrated and are under one head.
8. It is the policy of the department to continually enlarge the present repertoire of sports so that each student will have an opportunity for more individual preferences, but the pyramiding of activities beyond available facilities will be discouraged.
9. Emory believes that a program of activity through the medium of intramurals can make a direct and lasting contribution to the student in the achievement of what we call "total fitness."

GRADUATE PROGRAM

For purposes of graduate instruction the Division of Physical Edu-

cation and Athletics offers courses which may be included in programs leading to the degree of Master of Education in the Division of Teacher Education.

The Division of Physical Education and Athletics cooperates with the Division of Teacher Education in offering a major in School Administration with a concentration in physical, health, or recreation education. This includes the basic sequence in administration (theory and issues, supervision and management problems) plus three or four courses which emphasize the meaning of a total physical and health education program and the specialized techniques for implementing it.

COMMUNITY SERVICES

The Department of Physical Education and Athletics has been active in the promotion of community projects. It is continually making contacts with municipalities, elementary and secondary schools, colleges and industry by participating in the promotion of joint projects of local, state and national significance in health, physical education and athletics. Emory's faculty and staff are available at all times for the administration of such services.

The Department offers consultative services to elementary and secondary schools, private clubs building swimming pools, participates in school surveys and evaluations and offers courses under the auspices of the Atlanta Area Teacher Education Service.

HISTORY, ENROLLMENT, ENDOWMENT, GENERAL POLICIES

1. Emory College was founded at Oxford, Georgia in 1836. Emory University was chartered in 1915 at Atlanta, Georgia.

2. Total University enrollment in Fall of 1958 was 3,946 (Men 2,785 - Women 1,161). College of Arts and Sciences 1,715 (Men 1,063 - Women 652).

3. Emory's total assets including endowment are over $70,000,000.00.

4. The Division of Physical Education and Athletics is under one Director and includes the following areas: (a) Required program of physical education for Freshmen and Sophomores; (b) Intramural program; (c) Intercollegiate program; (d) Graduate program (3) Community Services program.

5. There are no gate receipts. Monies for the adequate financing of the program is secured from the regular instructional and maintenance budgets of the University.

6. Emory has never been affiliated with an Intercollegiate Athletic Conference. The University is a member of the N. C. A. A.

7. The Alumni have been requested to evaluate the program three times since 1940. These evaluations have been constant in that 90% of the Alumni have no desire to change the present program. Twice since 1940 student agitation for the initation of intercollegiate basketball has failed largely due to student apathy.

8. During the past five years Emory's intercollegiate teams (swimming, wrestling, track and field, tennis and golf) have won about 55% of

their matches. Soccer was added as an intercollegiate sport on a trial basis fall 1958.

9. There are no athletic scholarships, subsidies or workships. All students are selected from the upper third of their high school classes and enter on the strength of college board examinations. The Division of Physical Education does not offer a major or minor in health and physical education on the undergraduate level.

10. The faculty of six men and two women have majored in health, physical eduaction and recreation. These are selected first as instructors in the sports education program. Each instructor (all have faculty rank) is also assigned to coaching intercollegiate teams and/or aid in the intramural and community service program.

11. Emory believes in strong institutional control - "Responsibility for the initiation, approval, and supervision of arrangements for intercollegiate contests is delegated to the Director of Physical Education under such regulations as may be recommended by the University Committee on Athletics and approved by the President.

ARE ATHLETICS BEING DEEMPHASIZED IN THE IVY LEAGUE?

ROBERT J. H. KIPHUTH
Yale University

When asked to participate in this program, I found myself at a loss to know what I could contribute that would be of any signficance. Time has not resolved my dilemma. I have no formal study or project on which to report. Perhaps, however, you would be interested in some random thoughts from one who is approaching retirement after having been a coach in one institution for forty-two years, intimately connected with that institution's physical education program since 1914, and for a time the Director of Intercollegiate Athletics.

If my remarks deserve to be dignified by giving them a subject, it might be "Are athletics being deemphasized in this Ivy League?"

I hope you will pardon me if I dwell at some length on various aspects of Yale's experiences in athletics and physical education. I do so, not out of any conviction that Yale has the answers for others, but merely because I know her experience best.

What then of the Ivy deemphasis of athletics? To this question, the answer is a categorical "no" if it pertains to whether the Ivy institutions are curtailing participation in athletics. Each of the institutions in the Ivy group takes great pride in the breadth and extent of participation in its intercollegiate and intramural athletic programs. At Yale we have had in a given year, as many as eighty percent of the undergraduate body participating in active competitive athletics.

Again, if this question of deemphasis pertains to plans for curtailing expenditures in athletics, it is interesting to note that at Yale, and it is typical of the group, we spend in intercollegiate athletics and physical education, as much as a million dollars each year to support program and facilities for thirty-five hundred undergraduates.

Finally, the question "Are the Ivies deemphasizing athletics".? This can be answered in the negative if the question is related to the quality of the teams that are produced. Our swimming teams have done impressively well over the years. The Dartmouth and Yale basketball teams in recent N.C.A.A. playoff competition have acquitted themselves well in this top flight competition. The Yale and Cornell crews have done a fine job in the Olympic games and in Henley competition; and even in the areas of intercollegiate football, the best of the Ivies, it seems to us, could hold their own on a given Saturday afternoon with the fine teams from the other sections of the country - witness Yale's experience with Army before it was necessary to curtail our schedule in such a way as to make it impossible to compete with the military academies.

There is a very important area, however, in which the Ivy Group institutions are very definitely deemphasizing; and that is in the peripheral, but very influential, area of the commerical aspects of intercollegiate athletics. The reason for deemphasis here is that these institutions see tremendous hazards in commercial features of intercollegiate sports. I am not pointing my finger at any institutions because all of us who were involved in the buiness of attracting the spectators are bound to be exposed to tremendous problems. The difficulties involved with many institutions in playing big time basketball in Madison Square Garden in recent years emphasized the hazard of playing for a big gate. The experience of a very fine old Colonial institution with falsification of admissions' records in order to get some young men of fine talent into their institution is well known; and one of the service academies had a very embarrassing and difficult problem with the question of athletes adhering to the entire spirit and letter of the rules of the institution. These are isolated instances, and I repeat that they came to light in institutions which fell the victim to problems which any of us who are engaged in selling tickets might fall heir. Whenever commerical spectator appeal becomes important, tremendous pressures are built up on the coach, which in turn are reflected in the admissions office, and produce the kind of shoddy and muddled thinking that can justify direct and indrect subsidies to athletes.

No coach can be expected to stake his professional career on his ability to compete with another institution that has an unfair advantage in the admissions area. For this reason, he is bound to bring tremendous pressure to bear on the admissions office. By the same token, if it is accepted at an institution that a subsidy to an undergraduate for participation in athletics in the form of an athletic scholarship is justified, then the rivals of that institution are forced to adopt the same practices in order to compete.

In this whole area of the commercial aspect of the game then, the

Ivy Institutions, in their own individual ways, are deemphasizing; and I must say that I think that this is warranted, encouraging, and important.

Just how are the members of the Ivy Group carrying out this deemphasis of the commerical aspects?

First of all, in the formation of the Group as such, there is a recognition of the fact that no progress can be made except between equals as far as standards are concerned. The Ivy Group categorically denies the justification of the athletic scholarship. All feel that the vigorous participation in intercollegiate athletics is important and of significant value educationally. All recognize the fact that if each institution does not have some hope of holding its head up in competition, the principles of the Group will be undercut.

Another practice generally pursued in the Ivy Group is to budget the cost of intercollegiate athletics just as any other department is budgeted. The money expended for intercollegiate athletics is regarded as an educational cost to the institution. When the Director of Athletics goes to the provost, the treasurer, and the deans of the various undergraduate schools with his annual budget, he is under obligation to justify the budget as an educational cost for a program that brings educational benefits to the participant.

What are the educational values of an athletic program, recognized by Yale in particular, and I gather, by all of the Ivies?

It must be pointed out, that few of us in the Ivy Group have a teacher training program in intercollegiate athletics and that our main emphasis is on the adjunct values of participation in athletics for undergraduates whose educational emphasis is in the fields of the liberal arts, the sciences, and engineering. I would like to enumerate some of the objectives familiar to all of you in order to go on record as recognizing them.

We feel that the benefits of an athletic and physical education program fall in the three main areas of health, recognized universally by the medical profession; recreation, with all the related social, emotional benefits of group activity in games; and finally, the overriding objective of general physical fitness with which we are all professionally concerned at this time.

At Yale, the intramural and physical education programs are geared to bringing these benefits of athletic participation to as many undergraduates as possible. As an example — at the Yale-Harvard football weekend this fall, on the Friday afternoon preceding the Varsity football game, seven hundred graduates from Harvard and Yale participated in intercollegiate contests. These included the intramural championship games in football and in soccer; as well as six other games in football between Harvard houses and Yale residential colleges, freshmen and varsity soccer and freshmen and junior varsity bootball. Our general intramural program includes fully organized leagues of the ten residential colleges in sixteen different sports and four freshman sports divisions. In other words, we have a hundred and sixty teams

participating in organized intramural athletics during the whole year.

The second of the two main bases of our total program is in physical education, which is my immediate responsibility. Here we have a program in body mechanics, fitness, swimming, and leisure skills. Every Yale undergraduate receives an examination of his general postural alignment and a basic test in fitness, plus a swimming test. Those boys who fail any of these areas, and this includes about eighty percent of the entering class, are placed in special exercise groups for one half of the freshman year in order to correct the defects noted in these three tests. The leisure skills program is optional, but it offers skilled instruction to entering undergraduates in handball, squash, tennis, golf and swimming. We are placing an increasingly large amount of our time and effort in this part of the physical education program in the hope that undergraduates at the end of their association with the University will carry on some sort of physical exercise after graduation.

As can easily be seen, the intramural program under the supervision of the Director of Athletics and the Physical Education Program under the direction of the head of the physical education department are geared very strongly to exposing every undergraduate to an opportunity for participation in athletics and physical education which will achieve the objectives noted above in health, recreation, and fitness for all.

This brings us to the big question of why there should be any intercollegiate program if the broadest long range education advantages that have been mentioned can be achieved through programs in athletics and physical education.

The attentive listener to my remarks can justifiably ask at this point if Yale's intercollegiate athletics are not supported essentially for the income that is derived from gate receipts. I think that I can speak for the whole Ivy Group, in saying that were we to justify the intercollegiate program on the basis of income, it would not be supported very long.

Why, then, have an intercollegiate program, if it is not primarily for the income derived therefrom?

We feel that there are many educational lessons to be derived from vigorous participation in intercollegiate athletics.

First of all, there is the matter of group discipline which a youngster today is seldom exposed to, either in school, family, or church. A boy unable to sublimate his own individual fancy to the well being of the group is very quickly discovered as a useless member of the team, and given very little consideration by his team mates. This is a valuable lesson for a student with respect to his future in business and professional life.

A second and very important lesson to be learned from the intercollegiate athletic experience is that of the value of apprenticeship. Often a youngster is projected into a position of responsibility on a team before he is truly ready for it and he learns quickly that he needs more work to become prepared for a first team responsibility and goes

back to the dull and tedious routine of the apprenticeship. Many of our undergraduates on leaving college feel that they are prepared to assume greater responsibility than they have been trained to assume. This is offset somewhat in the boy who is well taught in athletics to respect the need for an apprenticeship.

Again, I would isolate the value to a team member of learning to marshal his resources under tremendous emotional stress for one big moment of play strictly limited by rules to a certain basic time. How analogous this is to the lawyer in court, the salesman in a given sales conference, the doctor, in the time allotted to him for a particular operation. All are exposed again and again to one big effort growing out of a long period of training and discipline.

The undergraduate in team sports, learns to obey the rules laid down by an arbitrary and impersonal authority, in spite of temptations to break the rules for an immediate advantage. It does not take long to learn, when well taught, that though immediate advantage may come from breaking the rules, the long range disadvantage in loss of self respect is hazardous in the extreme.

Terribly important in this assessment of the values in intercollegiate athletics, is the respect gained for one's fellows on the basis of their actual value as men, with no regard to their social, religious, financial, educational, or any other superficial attributes. A boy is a good sport in the truest sense of the word or is not without respect to superficial qualities in his background. And it is well for him to learn as early as possible that real men come from all stations and walks of life; and that it has little or nothing to do with the town, or school, or club, from which they come.

Finally, I would say that in an age in which the casual and blase attitude is gaining more and more respect, it is well for boys to learn, as they can in intercollegiate competition, the value of enthusiastic all-out effort involving a perhaps naive dedication to the objectives of the entire group. A youngster learns that enthusiasms as such can move mountains where the objective assessment of the possibilities of success are less than sanguine.

Let me hasten to say that at this point that I do not profess to believe that intercollegiate athletics is the one area in which these lessons can be learned. But I do feel that these lessons can best be learned in some area where winning and success are of extreme importance. Certainly all of us realize that we live in a highly competitive society and that athletic competition provides what might be described as a laboratory for this life.

Now, I would close by saying that if athletics are important for the overall development of the student, they have an educational value. Consequently having educational value, they should be supported as an educational cost.

Finally, if they are afforded by an educational institution, as an educational cost, they must be run under control of the academic authorities.

Commercial considerations involved in the gate must not be allowed to dictate policies in the conduct of intercollegiate athletics.

The Ivy League does not profess to preach to the rest of the country on these matters; but they can bring to others, the conviction that the way to achieve a certain amount of sanity in the whole realm of this highly controversial business of intercollegiate athletics is through group agreement to adhere to certain basic rules, combined with a willingness to underwrite the cost of these programs as an education expenditure.

Report of the Foreign Relations Committee for 1958

THE COMMITTEE carried on its business by mail during the year and did not have the opportunity to have a meeting until the Annual Convention. Five of the six members met on December 29th 1958. The sixth member, Mr. Ryan, was excused but had attended the Foreign Relations Program, and did have the opportunity to pass along suggestions. Earl Ziegler, a former Chairman of the Committee, and Theodore Harder also attended the meeting and made valuable suggestions. All of the suggestions made by the committee will be passed along to the next Chairman.

During the year the Proposed Operating Code for the Committee, which President Shaw passed along to the Chairman, was circulated to all Committee members, who recommended its adoption. This recommendation was made to President Shaw.

Contact was made with Mabel Lee, the Chairman of the Foreign Relations Section of the AAHPER, who suggested several areas in which two Associations might cooperate.

The program for the Annual Meetings of the Association was planned by mail and actually held on December 29th 1958 with 28 members in attendance. Richard Havel, of Springfield College, presented a paper on "Physical Education in Indonesia" and Theodore Harder, of the Santa Barbara College of the University of California, presented a paper on "Physical Education in Afghanistan." Both papers were well received.

Two Committee members complete their terms this year and will have to be replaced by members who will serve for three (3) years.

Respectfully submitted,

David C. Furman,
Chairman

Report of the Historical Records Committee

1. The original proceedings of the Association from its origin until the beginning of the printed Proceedings are now on microfilm.

2. A start has been made toward cataloguing the historical materials now stored at Queens College.

3. When this cataloguing has been finished, it is recommended that a list of these sources be distributed to all members of the Association or at least published in the Proceedings.

4. It is recommended that one person serve as a continuing member of the Committee to receive and classify materials, catalog them and keep an up-to-date list, and make materials available to members upon request. This person preferably should be located at Queens College.

5. Better continuity for this Committee is desirable. This might be obtained by providing a two-year term for the chairman and/or having members serve at least one year before becoming chairman.

6. It is recommended that this Association offer its services and cooperation to the American Association for Health, Physical Education, and Recreation in helping them plan for their 75th anniversary in 1960.

7. It is recommended that serious consideration be given to the initiation of an oral history project for physical education such as has been started by Professor Allan Nevins, Department of History, Columbia University.

Willis Baughman
Guido Foglia
Paul Keen
H. A. McCurdy
Vernon Sprague
Bruce Bennett,
Chairman

Report of the Nominations Committee 1958

1. The Nominations Committee presented a slate of officers for election for the 62nd Annual Meetings of the Association. This slate was prepared and presented as prescribed by the constitution and by-laws.

2. The Nominations Committee revised the Operating Code covering the policies and procedures of this Committee and placed it in the hands of the Chairman of the Operating Code Committee prior to these meetings.

Respectfully Submitted,

Ben W. Miller
Don C. Seaton
Arthur S. Daniels, Chairman
Nominations Committee

Report of the Meeting of the Constitution Committee of the College Physical Education Association, December 29, 1958

Discussion by members of the constitution committee centered about two problems: creating a division of the Association constituted by the

Western College Men's Physical Education Society; and nominations for the office of secretary-treasurer.

It was the consensus of those present that no immediate action be taken to amend the constitution creating a separate division of the Association. Rather, the committee believed that recognition of the WCMPES be accomplished through adoption by the Association of the policies outlined in the President's memorandum "To the Executive Council." It was felt that there should be a "trial period" for this group before constitutional action be taken. It was felt also that further study of membership problems relating to the WCMPES and the Association needed to be accomplished.

The committee did prepare, however, a new article to the constitution at the request of President Jack Shaw (see attachment 1).

With respect to the necessary alteration of the constitution to eliminate ambiguity in the process of nominating persons for the office of secretary-treasurer, the committee prepared a proposed amendment at the request of the executive council (see attachment 1). Although there was no serious objection by members of the committee to this proposed amendment, several members of the committee believed that the executive council should give further consideration to the procedures for selecting a secretary-treasurer.

The committee recognized the need for a highly professional and skilled person to occupy this office; the committee also recognized the need for having one person hold this office for a number of years to facilitate continuity of operation; the committee also recognized that this office is an opportunity for some of the younger and more able members of the Association to gain experience and to learn how the Association operates. Therefore, it seemed to be the consensus of the committee that perhaps the secretary-treasurer should be appointed (and relieved) by the executive council for an unspecified term. Then if the incumbent desires to vacate the office, or if the executive council wishes a change, it would be a simple matter to "groom" a new person for the office with adequate opportunity for orderly transfer of records.

If the office of secretary-treasurer was an appointed one, it is likely that he should have no vote on the executive council.

An operating code for the constitution committee was adopted and copies of the code were placed in the hands of the chairman of the operating codes committee.

Respectfully submitted,

M. M. Mackenzie, Chairman
Constitution Committee

Report of Policies Committee — 1958

In its report for 1957, the Policy Committee recommended that Association officers take immediate steps to implement the Policies Committee report of 1954 which stated that a Policy Book should be prepared and made available to Association officers and members who might request a copy. The 1957 report also included a recommendation that the Policy Book be expanded so as to include a more complete list of officers' duties than that which appears in the constitution. Current officers of the Association assigned to the 1958 Policy Committee the task of compiling previous policies and assembling a list of duties for which Association officers are responsible.

Committee members have worked on this assignment during the past year and now have the beginning of a Policy Book which contains a list of policies reported by the Policy Committee from 1954, through 1958 and a list of duties of Association officers. It is entirely possible that other policies, adopted before the formation of an association Policy Committee, should be included but your present committee was not able to locate such policies, if any are included in the records.

We recommend that the Policy Committee for next year continue work on this project.

Respectfully submitted,

Lloyd L. Messersmith, Southern Methodist University, Chairman (1958)
H. N. Neilson, Hampton Institute (1958)
Jack E. Hewitt, University of California, Riverside (1958)
John R. Nixon, Stanford University (1959)
John H. Shaw, Syracuse University (1959)
Richard E. Jamerson, University of North Carolina (1959)
Charles Kovacic, University of California, Davis, (1960)
Deane Richardson, University of California, Los Angeles, (1960)
Arthur S. Daniels, Indiana University (1960)

Necrology Committee Report

The Necrology Committee regretfully reports the death during the past year of the following persons:

George B. Affleck (1948) . . . . . Honorary Member
John Burr (1935) . . . . . Former Member
Arthur S. Lamb (1919). . . . . Honorary Member
Ralph Leighton. . . . . Honorary Member
F. W. Maroney (1932) . . . . . Former Member
W. R. Morrison (1920). . . . . Honorary Member

Gordon Ridings (1932) . . . . . Former Member
Herman W. Schnell (1951) . . . . . Active Member

Respectfully submitted,

E. C. Davis, Southern California, Chairman
Spurgeon Cherry, University of Florida
Robert Korsgaard, Ball State Teachers College

GEORGE B. AFFLECK

George Baird Affleck, member of the health and physical education faculty at Springfield College for 33 years, and director of the division for seven years before his retirement in 1940, died September 10, 1958.

Mrs. Affleck, whom he married in 1915, died in 1949. He is survived by two sons, Paul of Springfield, Mass., and Frederick of Agawam, Mass. There are also six grandchildren who survived.

Prof. Affleck was born on May 22, 1874 in Lanark County, Ontario, Canada. His ancestors had come from Scotland. In 1880 his parents moved to Manitoba, and he shared hunting, fishing, trapping and camping with Indian friends.

His early education was given at home by his mother -- there were no schools in Manitoba, then a frontier, where his parents had gone as homesteaders.

In 1890, at age 14, he entered the Preparatory Section of Manitoba University; and in 1891, Manitoba College in Canada.

He had earned money for school as a trapper, and as a fireman and engineer -- at age of 14 -- on a straw-burning threshing machine.

After two years of college, his funds ran out, and he joined the Royal Northwest Mounted Police for a year's service. In 1894, he started a two-year job as a private detective, then returned to Manitoba College, where he was graduated in 1897.

He became assistant secretary at the Winnipeg YMCA and two years later came to Springfield College as a student. In 1901, he went to the State Teachers College in Iowa to supervise the building of its gymnasium and to organize the department of physical education, which he headed before going to Chicago YMCA.

Prof. Affleck received his bachelor of physical education degree from Springfield College in 1901, and in 1908 returned to the college after service as physical education director at the Chicago YMCA. In 1912 he received his master's degree in physical education from Springfield College, and in 1920, a master of arts from Clark University.

Prof. Affleck, who joined the Springfield College faculty in 1920, founded campcraft courses at Springfield College in 1924 and orginated the freshman camp. He had charge of the placement of health and physical education departments and taught such a variety of courses over the years that he once said he had lost count of them.

He also coached the soccer teams for 20 years and they won many national intercollegiate championships. He also coached swimming, lacrosse and hockey teams for lesser spans.

Prof. Affleck was awarded the Tarbell Medallion in 1944, an award of the college Alumni Council, and in 1940 received an honor award for distinguished service and outstanding leadership in his field by the eastern district of the American Association for Health, Physical Education and Recreation.

Prof. Affleck was "one of the men who made physical education a Christian calling." This tribute was paid him by Ernest M. Best, the president of Springfield College, at a retirement dinner.

Prof. Affleck said of his work: "If you can see in youth their best qualities and learn how to bring them out, you can make your greatest contribution.

Experimental work in crossbreeding and inbreeding of Indian corn was a hobby of Prof. Affleck's on his garden in the town of Russell.

Among his other accomplishments were the development, with his class in hygiene, of a ventilation system for the college gymnasium, adopted by schools throughout the country; and each year beginning in 1910 he published a bibliography for hygiene and physical education.

His "The History of Physical Education" continues to be the standard text in this field. In recent years he was a regular contributor to The Sunday Republican book review section.

He was a member of a Selective Service Board here during World War II; was active in the founding of the Association of Retired Men; was a trustee and elder of First Presbyterian Church for many years, and the Springfield College soccer field is named after him and another man.

HERMAN WALKER SCHNELL

Herman Walker Schnell, Professor of Physical Education and Head of the Department of Required Physical Education for Men, of the College of Physical Education and Health, University of Florida, died suddenly on April 17, 1958. In addition to his wife, Mrs. Betsy Stephens Schnell, survivors include two children: Dr. Frederick Stephens Schnell and Mrs. David Peninger.

Mr. Schnell was born June 30, 1908 in Tuscarara, New York. After receiving his elementary and high school education in the public schools of North Tonawanda, New York, Mr. Schnell attended the University of North Carolina where he received the Bachelor of Arts Degree in 1930. He completed the work for the Master's Degree at Teachers College, Columbia University, in summer sessions and received the Master of Arts Degree from that institution in 1939.

Mr. Schnell's professional career was marked by distinguished leadership and service. Beginning as secretary to the Department of Athletics of the University of North Carolina in 1930, he served that

institution in a variety of capacities for some fifteen years. These services included instructor and assistant professor in the Department of Physical Education and Athletics, director of summer school activities, assistant to the directors of the Bureau of Vocational Information and the Extension Division and Director of Intramural Athletics. In 1946, when the University of Florida opened its College of Physical Education and Health, Mr. Schnell was called on to help organize the Department of Required Physical Education.

In addition to his college work, Professor Schnell served the profession ably as a member of the Armed Forces. From July, 1942 to December, 1945, while on leave from the University of North Carolina, Mr. Schnell was Assistant Command Director and Command Director of Physical Training of the Army Air Force Western Technical Training Command and, later, Command Director of Physical Training for the Central Flying Training Command. Because of his fine work in the field, Major Schnell was called to the Pentagon to serve as physical training officer on the staff of General Arnold.

Mr. Schnell made many contributions to the profession through his teaching and administrative experiences. The fine intramural program at the University of North Carolina and the excellent required program for men at the University of Florida serve as testimonials to his professional leadership. He also made many contributions through his affiliation with other professional organizations such as The American Association for Health, Physical Education and Recreation, National Education Association, American Association for Higher Education, and Phi Delta Kappa.

As a life member of the American Association for Health, Physical Education and Recreation, he served that organization in many capacities. In addition to election as Secretary of the College Level Working Conference and as Chairman, Safety Education Section at the National Level, he served the Southern District as secretary, chairman or vice-chairman of some seven sections; appeared on the program on numerous occasions; served as chairman of such important committees as Operating Codes, Resolutions and Nominating; and recently completed a term as Vice President for Physical Education.

Mr. Schnell provided leadership in the College Physical Education Association through service on several special committees and served as chairman of the Required Services Program Committee during the years 1952-55.

The Florida Association for Health, Physical Education and Recreation enlisted Mr. Schnell's talents soon after his arrival in Florida. Included in his services to the Association are such important committee assignments as Public Relations, Nominating, Constitution, and several special committees. State Membership Chairman of Arrangements for the first working conference are other services he rendered the Association. In recognition of his service to the State Association he was presented the State Honor Award at their Annual Meeting in 1958.

His selection of Co-Chairman of the 1954 National Conference on Physical Education for College Men and Women was a tribute to Mr. Schnell's leadership in his chosen area, College Physical Education. The selection brought recognition to our association and the Report of the Conference, now being used as a guide for College and University Service Programs throughout the nation, made a real and lasting contribution to the profession.

MEMORIAL TO RALPH WALDO LEIGHTON

Ralph Waldo Leighton, retired Dean of the School of Health and Physical Education at the University of Oregon, died in Eugene on December 3, 1958. On this date an illustrious career came to a close. In a few summary words we should like to pay tribute to this professional pillar of our profession.

Dean Leighton was born in Ida Grove, Iowa. He received his Bachelor of Arts Degree from the College of Idaho, subsequently he received an Honorary Doctor of Science degree from the same institution. In 1931, he earned the Doctor of Philosophy degree from the University of Oregon.

In his professional career he served as a public school administrator, physical education teacher, and athletic coach for ten years in Idaho. He began his college teaching as an athletic coach at the College of Idaho in 1926. In 1928, he came to the School of Education at the University of Oregon as a Teaching Fellow. Upon the receipt of his doctoral degree in 1931, he was appointed Executive Secretary of Research for the University. Maintaining this same title, he was appointed a Professor of Education in 1934, and held that position until 1937. In that year he was appointed Dean of the School of Health and Physical Education at the University of Oregon. He held this position until his retirement.

During the period from 1931-1937, when he served as Executive Secretary of Research, the University of Oregon accomplished more in research than at any previous period in the history of the institution. His responsibilities during this time included the Secretaryship of the General Research Council of Oregon, which coordinated the activity of the following research committees: The Committee on Institutional Research, Committee on Investigation of College Teaching, Commonwealth Service Bureau, Bureau of Business Research, Bureau of Educational Research, and Special Research Grants.

While Dean of the School of Health and Physical Education, he made outstanding contributions to the professions of health and physical education. These contributions were through his intensive efforts in the field of research, teacher education and public school health and physical education programs. During his tenure as Dean, fifteen doctoral degrees, one hundred sixty-six master degrees and approximately four hundred bachelor degrees were awarded by the School of Health and Physical Education at the University of Oregon. It is through these many graduates that Dean Leighton's greatest and most enduring contribution will be felt in the years to come.

He rendered another important service through his leadership to the physical education, sports and recreation programs in the elementary and secondary schools in the State. Through public addresses, educational groups, and committees which he headed he was a driving force in elevating the standards of physical education. He was an unquestioned leader in obtaining improved health and physical education programs in Oregon Public Schools.

In his own profession the committees on which he served during his career are endless. A limited summary of these would include State Joint Committee on Health and Physical Education, Oregon State Committee on Physical Fitness, National Research Council of the American Association for Health, Physical Education and Recreation, and Board of Associate Editors for the Research Quarterly.

Tangible evidence of the regard with which he was held by his coworkers was shown when he was given the Honor Award by the Oregon Association for Health, Physical Education and Recreation and later was named an Honor Award Fellow of the American Association for Health, Physical Education and Recreation. These awards brought great satisfaction to Dean Leighton and a distinguished honor to the State of Oregon. Dean Leighton, in his modesty and deep humility, many times said that it was the cooperation of his staff and fellow professional workers that made possible his signal contributions.

No words that one can summon, no tribute that one can offer can be so eloquent as the fact that Dean Leighton won and held the respect of all.

DR. FREDERICK W. MARONEY

Dr. Frederick W. Maroney, who retired in 1954 as Dean of Students at Brooklyn College, died of a heart ailment at the age of 73.

He was a graduate of the Normal College of the American Gymnastic Union and in 1918 he received a medical degree from Tufts College.

From 1913 to 1914 he coached fencing at Bowdoin College and from 1914 to 1918 taught gymnastics at Harvard University.

Dr. Maroney was director of Health and Physical Education of the New Jersey State Department of Education from 1918 to 1921 and of the Atlantic City public schools from 1921 to 1930.

In 1931 he was elected president of Arnold College, New Haven, Connecticut. He then was appointed to the faculty of Teachers College, Columbia University, as Associate Professor of Health and Physical Education.

In 1941, Dr. Maroney was appointed professor and chairman of the Department of Health and Physical Education for Men at Brooklyn College. Dr. Maroney became Dean of Students and Chairman of the Personnel Service Department of the College in 1944.

Dr. Maroney served as a lieutenant in the Army Medical Corps in World War I. During World War II he was on the Civilian Advisory Committee of the Bureau of Naval Personnel Physical Training Program.

Dr. Maroney was author of books on health education and he lectured extensively on the subject.

Dr. Maroney was President of the American Physical Education Association from 1928 to 1930.

He was a great teacher and his contributions to the profession were many. He had a positive belief in, and hope for, man and his future.

DR. ARTHUR S. LAMB

Dr. Lamb, an Australian by birth, came to Canada as a very young man, where he devoted his energies untiringly for the welfare of the citizens, especially the youth.

He spent his first two years in Canada in Vancouver as Physical Director of the Y.M.C.A., then went to Springfield College, Springfield, Massachusetts, where he obtained his Bachelor of Physical Education degree. Following that he came to McGill University in 1912, where he was a student in Medicine and at the same time was Physical Director of the University.

On completing his medical course, he spent over two years in France and Belgium as Captain, C.A.M.C., with No. 3 Canadian General Hospital and 8th Canadian Field Ambulance.

He returned to McGill in 1920 as Director of the Department of Physical Education. From then until his retirement in 1949, at which time he was appointed Emeritus Professor of Physical Education, his life seemed dedicated to developing healthier and happier Canadian citizens through the fields of Health, Physical Education, Recreation and Athletics. He organized the first student Health Service in Canada, and was also responsible for introducing a regulation which required all students to have an annual chest x-ray. McGill was the first Canadian University to introduce such a regulation. Recognizing the need for properly trained teachers and coaches in schools, camps, clubs and similar organizations, Dr. Lamb was responsible for the extension of the McGill School of Physical Education from a short term Diploma Course to one of four years' duration granting the degree of Bachelor of Science in Physical Education.

As one considers his accomplishments, one wonders how any one person could have done so much. To cite just a few:

Organized the Quebec Physical Education Association in 1923.

Organized the Canadian Physical Education Association in 1933 (President 1933-38).

Canadian representative to International Congresses in Athletics and Physical Education — 1924, 1925, 1928 and 1932.

Canadian representative to the Legislative Council of the American Association for Health, Physical Education and Recreation — 1925-50.

Canadian representative on Executive, Pan-American Congress on Physical Education.
Montreal Parks and Playgrounds Association, Inc. (Secretary 1920-32; Vice-President 1932-38; President 1938-50).
Secretary and Manager, Canadian Olympic Teams of 1924 (Paris) and 1928 (Amsterdam).
Board of Directors and Officer, Mental Hygiene Institute for approximately 25 years.

Dr. Lamb took keen interest in Golfing, Fishing and Curling. He also gave his support to such associations as the Boy Scouts, Youth Hostels, etc.

The responsibilities connected with these organizations were performed with such skill and quality that in many cases he was given special recognition and honours. The following are some that were bestowed:

Fellow, Royal Institute of Public Health and Hygiene, 1920.
Fellow, American Public Health Association.
Fellow, American Academy of Physical Education, 1931.
Honour Award, American Physical Education Association, 1933.
Honour Award, Canadian Association for Health, Physical Education and Recreation, 1948.
Queen's Coronation Medal, 1953.
The Tarbell Medallion from Springfield College Alumni Association, 1954.

In addition, he was made Honorary Life Member and Honorary President of innumerable organizations.

Is it little wonder that Dr. Lamb has been referred to at times as the Dean of Physical Education in Canada?

But even with all these duties, he always had or perhaps took time to listen to personal problems. To many he was guide, counsellor and friend, ready to listen and to help. Perhaps that may explain why he is known to many as "dad."

He had a keen sense of humour and a zest for living. His many anecdotes, his apt poetry created to fit the occasion, his brain twisters and puzzles tossed to a group at the psychological moment, made him the focal point and life of every gathering and endeared him to his pupils and friends.

The lessons, exemplified by him in the art of living, in courtesy and consideration for others, in high ideals and standards of accomplishment will live in the hearts and minds of those who knew him and will most surely shape their lives and through them the lives of others. He was a truly great teacher, who taught by example.

It is with deep regret and with a great sense of personal loss that each one of us who knew Dr. Lamb regards his passing. It is, however, with sincere gratitude that we realize how fortunate we are to have known him.

"But strew his ashes to the wind
Whose sword or voice has served mankind --
And is he dead, whose glorious mind
Lifts thine on High? --
To live in hearts we leave behind
Is not to die."

Thomas Campbell.

Iveagh Munro.

MEMORIAL TO JOHN HAROLD BURR

John Harold Burr passed away at Freedmen's Hospital in Washington, D. C., on January 9, 1958, after a short illness.

Mr. Burr was born in Springfield, Massachusetts June 1, 1898. He attended the public schools in that city and graduated from Technical High School in June 1919. In the fall of this same year, John Burr entered Springfield College and in 1923 he graduated with the B.S. degree in Physical Education. While at Springfield, Johnny earned letters in football, basketball, baseball and track. In 1923, he was elected captain of the track team.

While attending Springfield College, Mr. Burr served as Superintendent of the Sunday School at the St. Johns Congregationalist Church.

In September of 1923 Howard University appointed him to its Physical Education staff as the Assistant Athletic Director and Head Basketball Coach.

In 1931, John Burr received the M.Ed. degree in Physical Education from Springfield College and in 1936 was appointed Head of the Department of Physical Education for Men at Howard University.

Mr. Burr was very active in many associations and societies during his lifetime. He gave much time to service on the Executive Committee of the 12th Street Branch Y.M.C.A. in Washington and the Washington Chapter of the Red Cross. From these two organizations he received awards for 25 years of continuous service to each. Even with the busy schedule he maintained, Mr. Burr was a member of the Pigskin Club, the Central Intercollegiate Athletic Association, the International Association of Approved Basketball Officials and the Eastern Board of Officials. He served as president of the C.I.A.A. from 1946 through 1948 and a member of the Central Intercollegiate Athletic Association Basketball Committee. At the same time he was a member of the College Physical Education Association and the American Association of Health, Physical Education and Recreation.

Each summer from 1920 to 1947, John Burr directed Camp Atwater in East Brookfield, Massachusetts.

In 1924, John Burr married Miss Sarah Walker. He is survived by his wife, two daughters, Margaret Burr Harris and Jonelle Burr Washington and one grandchild, J. Terrence Harris.

MEMORIAL TO GORDON HOWARD RIDINGS
1907 – 1958

Gordon Howard Ridings, Associate Professor of Physical Education, in Columbia College, Columbia University, died November 16, 1958, at his home in Ardsley, New York.

Professor Ridings was born on January 3, 1907, in Marquam, Oregon. He attended secondary school at the University High School in Eugene, where he was a member of an All-State Basketball Championship Team. Later at the University of Oregon, "Gord," as he was known to his many friends, was impressively active in sports and greatly interested in mathematics. As a junior, he led the scoring in the Northwest Conference Basketball League, and was elected to membership on the All-Star Conference Team.

After such an outstanding athletic career in high school and college, Professor Ridings quite obviously became interested in a coaching career. To better prepare himself for this vocation, he matriculated in Teachers College, Columbia University, in 1930, for a Master's degree in physical education.

The move to the East Coast provided professional opportunities and, in 1931, he became baseball, basketball, and soccer coach at Seth Low Junior College in Brooklyn. In 1937, he joined the Columbia College physical education staff.

As an officer in the U. S. Naval Aviation Physical Training Program during World War II, he engaged in a variety of instructional and administrative duties. His contribution to the preparation of the pre-flight physical training syllabi was of exceptional value to the Navy, as well as an outstanding personal accomplishment. After an assignment in Brazil with the Fourth Fleet and as Assistant Athletic Director at St. Mary's Pre-Flight School in California, he returned to Morningside in 1945.

The results of his five-year basketball coaching career at Columbia are a testimony to his ability, as a coach and teacher. In the period from 1946 to 1952, his varsity quintets won three Eastern Intercollegiate League Championships, finished second twice, and compiled a 94-22 (.810) won-lost record.

Although a heart attack cut short Professor Ridings' coaching career, he continued to be a valuable member of the staff as a teacher and advisor. His real and genuine understanding of students' problems found an outlet in the Office of the Dean of Columbia College, when he was asked to serve there upon the retirement of Dean McKnight.

Professor Ridings was an energetic person who set for himself high standards of achievement. His plans were carefully drawn for continuous accomplishment. At the time of his death, he had been appointed by the State Department to serve as a good will ambassador to Europe, and he was also writing a book on college physical education.

His friendly manner, a ready smile, and quick wit will be missed on the Columbia Campus.

WHITELAW REID MORRISON

Whitelaw Reid Morrison was one of that illustrious group of Oberlin graduates destined to leave a lasting imprint on physical education. He majored in physical education under Fred Leonard and C. W. Savage, at about the time Nash, Williams, Nichols and Metcalf were also completing their work at Oberlin. Dr. Morrison graduated in 1910 with both the AB and AM degrees. He received his M.D. degree from Columbia in 1914, and the Honoroary ScD from Gettysburg in 1941.

He gave generously of his time to community services. For thirty-two years he served on the Lorain County Board of Health, and twenty-six of those years as president. For almost the same length of time he was a member of the Executive Board of Lorain County Tuberculosis and Health Association. He personally was responsible for guiding and shaping these two organizations throughout most of their existence, and both are rated outstanding.

In addition to four textbooks, he has written numerous articles for publication. One of his textbooks on health has had seven printings. He taught health education for almost forty years, and his students will always remember him as a kindly man with unlimited time for counselling.

He had been a member of the College Physical Education Association since 1920.

Report of the Committee on Construction and Equipment College Physical Education Association, 1958

The Committee on Construction and Facilities presents the following report:

1. The six members of the committee have contacted State Directors of Physical Education and key personnel of the 48 states concerning recent physical education facilities. Selected photographs, completed questionnaires and other information about recent building plans are included with this Report.
2. It is recommended that a responsible member of each college or university, who is a member of the College Physical Education Association, be contacted well in advance of next year's meeting for a cooperative compilation of additional information as follows:
   a. Photographs and/or blueprints of the physical education facilities on the member's own campus.
   b. Reduced and transposed multilithed or mimeographed copies of floor plans or blueprints would be valuable substitutes for blueprints.
   c. A critical analysis of the member's existing physical education facilities, building problems, common conveniences and special features would be valuable.

d. This material should be placed on display at the CPEA Convention.
e. After the display, the material should be placed on file in the central repository for future use.

3. It is further recommended that the College Physical Education Association make the necessary arrangements to revise their publication on Facilities.

Respectfully submitted,

Karl Bookwalter
S. L. Cooper
James C. Loveless
Dean Trevor
Rix N. Yard
James W. Long, Chairman

Committee on Operating Codes
Annual Report — 1958

Early in the year, Dr. Shaw sent letters to all committee chairmen asking them to send any needed revisions or new operating codes to me as Chairman of the Committee on Operating Codes.

During the year, the Committee received a new code from the chairman of the Resolutions Committee, a new code for the Constitution Committee, and a revision of the code for the Nominations Committee. The codes for the Resolutions Committee and the Constitution Committee have been submitted to the Executive Council.

About the middle of December, this Committee sent letters to the chairmen of all standing committees reminding them of any needed revisions in their codes. As of this date, the Committee has no operating codes for the following committees:

1. Convention Program Committee
2. Finance Committee
3. Public Relations Committee

New codes are needed for the following sections:

1. The Basic Instruction Section
2. The Teacher Education Section
3. The Intramural Section
4. The Basic Research Section
5. The Intercollegiate Athletic Section

Respectfully submitted,

C.L. Adams, Columbia University
C.J. Anderson, University of Texas
H. A. Scott, Columbia University
R.A. Snyder, University of California at Los Angeles
L.A. Hess, The Ohio State University, Chairman

Convention Publicity and Hospitality Committee

Jock Begelman	Hunter College
R. M. Bruce	United States Military Academy
J. J. Corkery	Rensselaer Polytechnic Institute
David A. Field	University of Bridgeport
George Grover	State Education Department, Albany, N. Y.
Glen Howard	Queen College
Hyman Krakower	City College of New York
Karl Lawrence	Colgate University
Martin Rogers	Brockport State Teachers College
Kenneth C. Runquist	Temple University
Russel L. Sturzebecker	West Chester State Teachers College
Robert Tierney	Queens College
Albert W. Twitchell	Rutgers University
Nelson Wolke	Brooklyn College
Angelo Zuaro	New York University
John S. Sich	Manhattan College, Chairman

Acivities of the Committee.

1. Chairman called a meeting of the Committee for September 11, 1958 at Manhattan College.
2. Seven members attended this meeting and devised a plan of action.
   A. Two announcements would be sent to all CPEA members listed in proceedings.
   B. Chairman to prepare announcement and secure additional materials from New York City Convention Bureau and forward these to the Committee.
   C. Each Committee member to distribute these materials to CPEA membership as assigned.
   D. A hospitality subcommittee to be formed of local college representatives.
3. First announcements was sent to each Committee member in early October 1958.
4. Second announcement and convention bureau publication were sent out the first week in December 1958.
5. Arrangements were made to have television show tickets. However, without notification to the Committee, the Broadcasting Companies cancelled these tickets because of the Christmas holidays rush.
6. The Committee arranged transportation and visit to Queen's College new physical education plant.
7. Special discount cards to various areas of interest were secured for members use.
8. The subcommittee on hospitality had arranged for punch to be served after Sunday night's meeting, and for Pepsi Cola Company to service the group free of charge for two days of the Conference.

9. Notices of our Conference were not released to the newspaper because of the newspaper strike in the New York area.
10. Several individuals requesting publicity in local papers were complied with.
11. The Committee members assisted the convention manager in helping to make the Conference successful.
12. Recommendations: That Publicity Committee be separated from Hospitality Committee. The Hospitality Committee should be formed from local convention city members.

Respectfully submitted,

John S. Sich, Chairman

Report of the Convention Manager

Many College Physical Education Association members have assisted with the planning of the Sixty-Second Annual Meeting. We thank them for their interest and help. The officers of the Association and the section chairman deserve our especial appreciation for arranging an interesting and provocative program. We acknowledge also the work done by the Publicity and Hospitality Committee, chaired by John Sish.

Mrs. Harriet Greene and the staff of the Hotel New Yorker were most cooperative in making arrangements for the meetings.

We hope your visit to New York has been a pleasant one.

Respectfully submitted,

L. Carroll Adams
Convention Manager

Report of the President's Committee on Western Group Relationships

The membership of the Committee is as follows:
Arthur S. Daniels, Indiana University
Arthur A. Esslinger, University of Oregon
Chester O. Jackson, University of Illinois
Richard E. Jamerson, University of North Carolina
Clair V. Langton, Oregon State College
Golden Romney, Washington State College
Raymond A. Snyder, University of California, Los Angeles
John H. Swha, Syracuse University, Chairman

As you will notice, they include the five members of the executive committee elected by the total membership and three representatives from the far west suggested to the chairman of the committee by E. Craig Davis. All of the group were familiar with the problem and had been in on its discussion at Santa Monica.

The chairman of the committee summarized the points of agreement discussed at Santa Monica and listed some details still to be decided. The membership was polled by letter to get their reactions to both the listed agreements and the points not yet decided.

On the basis of the answers to this communication and individual discussions with some committee members at the National Convention in Kansas City, a second letter was prepared and sent to the membership.

As a result of its deliberations, the committee recommends that:

(1) The Western College Men's Physical Education Society consisting of certain physical educators in the eleven western states be made a division of the College Physical Education Association.

(2) That this division have no representation on the Executive Council except as members might be elected to the Council in the regular course of events as CPEA members.

(3) That the Western Group have one session at the CPEA meeting whenever we meet on the west coast just as they did at Santa Monica, in place of their regular meeting.

(4) That the president of WCMPES be responsible to the president-elect of the CPEA for this program just as any section chairman is responsible for his program at present.

(5) That the purposes of the Western Division (WCMPES) shall be consistent with the purposes of the College Physical Education Association as stipulated in its constitution.

At the suggestion of E. Craig Davis, your committee chairman reported that the above five points would probably constitute the major suggestions of this committee while representing the CPEA at the Reno, Nevada, WCMPES meeting in October. An informal show of hands by the eighty-some members present at the Western Society meeting indicated that they were 100% in agreement with the above projected recommendations.

The committee moves that the above report be adopted and that the constitutional amendment permitting the establishment of the Western Division be affirmatively acted upon under new business at this conference.

Respectfully submitted
for the Committee,

John H. Shaw,
Chairman

Report of Committee on College Physical Education

FITNESS PROJECT

1. In 1957 the College Physical Education Association, recognizing its professional responsibility for encouraging maximum fitness among college students, assigned a committee the task to presenting the essential steps for those who would be fit to meet the demands of daily living.

2. The following committee was assigned the above responsibility:

Charles A. Bucher, Chairman
New York University
Harrison Clarke
University of Oregon
Thomas K. Cureton, Jr.
University of Illinois
Arthur S. Daniels
Indiana University
Ray O. Duncan
West Virginia University
Henry J. Montoye
Michigan State University
Charles H. McCloy
State University of Iowa
Delbert Oberteuffer
Ohio State University

3. The committee has carried out its responsibility and presented a report entitled "Fit for College" to Executive Committee of the College Physical Education Association. It is therefore requested that the committee be discharged.

Signed:

Charles A. Bucher
Chairman of the Committee

Report of the Joint Committee on Implementation of Intramural Sports

It appears that much progress has been made in the area of intramural sports either as a direct or indirect result of the national intramural conference. With your indulgence I would like to cite a few examples of this progress.

In the area of research one doctoral dissertation on the secondary level was completed at Western Reserve University. This dissertation was a survey of intramural sports programs in 386 high schools in Ohio

to determine the general nature and status of intramural sports programs in the public secondary schools of Ohio.

Two doctoral dissertations are at present in the process of being completed. One at the University of Michigan is a status survey of intramural programs in the United States, Canada and Latin America — and the other at Michigan State University concerns an analysis of human relations in the administration of intramural sports programs in the Western Conference through the use of a case study of selected intramural administrative policies.

In September the NCAA published a report on the Sports and Recreational program of the nation's universities and colleges which surveyed the intramural facilities and participation in 395 institutions. A followup study is planned at a future date.

Other areas of implementation include:

1. Several masters thesis on intramurals in various states.
2. Numerous articles in journals and magazines.
3. Construction of new intramural facilities at Purdue and Michigan State University and proposed construction at Indiana, Wisconsin, and other schools.
4. Development of films on intramural programs at University of Louisville, Purdue University, University of Florida and others.

Lastly, the expansion of intramural sections at the various conventions on the national, district and state levels.

Respectfully submitted,

Rodney J. Grambeau, Chairman,
University of Michigan
Paul Keen, University of Oklahoma
Paul Cieurzo, Rhode Island University

Committee on Co-Educational Relationships

CPEA Representatives

J. R. LeFevre, Southern Illinois University, Carbondale, Illinois (1960)
Thomas McDonough, Emory University, Emory, Georgia (1959)
Ben W. Miller, University of California, Los Angeles (1958), Chairman

NAPECW Representatives:

Marion Beckwith, Helen Coleman, Dorothy Martin, Margaret Mordy, and Helen G. Smith, State College of Washington, Pullman, Chairman.

Background:

1. On May 6, 1958, the attached "Initial Communication on 1958 Plan of Action of Committee" was sent to the CPEA representatives,

Dr. Shaw and Dr. Verhulst. In this communication the history of the Committee and the existing correspondence were reviewed. Four conclusions were made and a suggested possible expansion of the purposes of the Committee was proposed.

2. Dr. Shaw and Dr. Verhulst responded on June 4 and June respectively. Both agreed that the Committee should concentrate on the original charge which was to consider co-educational problems of the service program with particular reference to administration of facilities and to evaluation rather than to expand the committee's responsibilities as outlined on page 2 of the intial communication. The NAPECW representatives were named and soon thereafter Dr. Helen G. Smith was contacted.
3. On December 9, 1958, Dr. Smith replied making a series of recommendations including the need for an operating code, the undertaking of a study of current problems in co-educational classes, and the adoption of the UCLA statement on philosophy by the Joint Committee and ultimately by the CPEA and NAPECW. The Chairman of the CPEA representatives felt he could not, because of the time element and the recommendations involved, complete an acceptable report which represented the consensus of all members of the Joint Committee.

Recommendations:

1. That the Executive Committees of the CPEA and NAPECW clarify the functions of this Joint Committee and give it a definitive and mutually agreed assignment.
2. That all the personnel of the Joint Committee be designated at an early date and one person be designated as the Chairman.
3. That Dr. Smith's recommendations in Background — Item 3 be reviewed prior to action on recommendations 1 and 2.

Respectfully submitted,

Ben W. Miller
Chairman, CPEA Representatives

Joint Committee on Physical Education and Athletics CPEA, AAHPER and NCAA

The Committee met in Philadelphia early in January, 1958, during the NCAA Convention. It was decided to continue planning for the "Athletic Directors Working Conference." L. K. Butler was continued as Chairman of the Joint Committee.

The Conference is now taking definite shape and will be held in Louisville, Kentucky, March 22-24, 1959. The AAHPER and NCAA have agreed to share costs for the Conference, and there is a tentative under-

standing that the CPEA will also contribute some. Mr. Theodore Banks of the Athletic Institute has agreed to publish the results of the Conference or if these are not extensive enough, the AAHPER will see that they are published.

All Collegiate Directors are urged to put this Conference in their travel plans.

Respectfully submitted,

Lysle Butler
Chairman, Joint Committee

NCAA	AAHPER	CPEA
Paul Mr. Brechler	Ross Merrick	Lysle Butler
Thomas Hamilton	Paul Landis	Elmer Mitchell
Edwin R. Kimball	Ray Duncan	Tom McDonough

Implementation of Physical Education

Howard C. Leibee
University of Michigan

Your committee composed of Marvin Allen, Howard Leibee (Chairman), and Herman Segrest wishes to report that its primary accomplishment during the past year was its participation in a Workshop held on March 29, 1958, in Kansas City — one of the many pre-convention meetings to the annual convention of the American Association for Health, Physical Education, and Recreation.

The main purpose of the workshop was to critically review certain sections of the report of the Washington Conference on Physical Education for College Men and Women and to consider the problems of "How to Keep the Physical Education Requirement" and "Principles and Guides to Action with Regard to Methods of Teaching."

The Steering Committee for the Workshop consisted of Laura Huelster, University of Illinois, who served as Director and represented the NAPECW; John Shaw, Syracuse University, who served as chairman and represented the AAHPER; and Howard C. Leibee who represented this association. Approximately forty individuals attended the workshop and participated in the proceedings.

Three general sessions were held and each working group held two or more meetings. The results of the workshop were:

Group I — Program Chairmen: Thomas McDonough
Burris Husman

The majority of changes made in this section of the original report were for purposes of clarification and did not change the basic principles or concepts. In the section on Program Content,

the group recommended that Outing Activities and Sports Appreciation be added to the list of activities which should be included in a well-rounded program.

Group II — How to Keep the Physical Education Requirement

Chairmen: Seward Staley
William Meredith

This group reached two conclusions:

1. The first consideration in the retention of the requirement is an effective and defensible program.

and

2. It is the responsibility of the physical education department to take the initiative in interpreting the program to administration, faculty, and students.

There followed a series of recommended media through which this interpreting might be accomplished.

The group made two recommendations:

1. That the Washington Office of the AAHPER prepare for distribution a packet containing
   (a) a list or summary of studies which relate to the problem and
   (b) a list of those items which proved to be the key points leading to the retention or loss of the requirement in specific colleges and universities.

The group urged that the AAHPER do all in its power to prepare a film on "Physical Education for College Men and Women" and that there be serious consideration given to the matter of accreditation of the basic physical education programs in the various colleges and universities.

Group III — Principles and Guides to Action with Regard to Methods of Teaching

Chairmen: Arthur Daniels
Grace Scully

This group prepared a series of principles and guides for the teaching of physical education and recommended that future conferences include this topic as one of the group assignments and that the materials prepared in such conferences be a part of future reports.

Group IV — Critical Review of the Evaluation Appraisal Instrument and Review of the Status Study

Chairman: Margaret Fox

This group critically reviewed the proposed questionnaire to be used in the Status Study sponsored by the Joint Committee and to be completed by Harold Cordts, Graduate student at Syracuse University, under the direction of John Shaw. The group made suggestions for additions, corrections, and deletions to the questionnaire and recommended its approval as corrected. Relative to the appraisal instrument as contained in the original report, the group made editorial changes in many of the items.

Recommendations of the entire group in general sessions:

1. That a second national conference on Physical Education for College Men and Women be held within two (2) years.
2. That the recommendations of Group II be implemented through the appointment by the Joint Committee of a committee to initiate and assist with the proposed projects.
3. That the recommendations of this Workshop would not constitute a revision of the original report but would serve only as an addendum to the original report and as a guide to a second national conference.

Report of the Representative to the National Committee for the Improvement of Professional Preparation in Health Education, Physical Education and Recreation

Your representative attended the meeting of the committee in Room 204, the Auditorium, Kansas City, Missouri, at 3:40 P. M., on Monday, March 31, 1958.

The officers for 1958-59:

Chairman: William F. Meredith, University of Pennsylvania (1960)
Vice-Chairman: Betty F. McCue, Oberlin College (1960)
Secretary-Treasurer: H. Frederick Kilander, New York University (1960)
Members-at-large: Edith L. Ball, New York University (1960)
Robert Yoho, Indiana State Department of Health (1959)

(1) The Treasurer reported:

Balance on hand March 31, 1957	$249.47
Receipts	00.00
Disbursements	12.00
Balance on hand, March 31, 1958	$237.47

(2) The following were present:

George F. Anderson, Laurie Campbell, Carl L. Nordly	American Association for Health, Physical Education and Recreation
Edith T. Ball, William Tait	American Recreation Society
H. Frederick Kilander, Keogh Rash, representing Howard Hoyman	American School Health Association
David K. Brace	The Athletic Institute
William F. Meredith, Karl C. H. Oermann representing C. O. Jackson	College Physical Education Association

Betty F. McCue	)	National Association for Physical Education of College Women
Joe G. Neal	)	Society of State Directors of Health, Physical Education and Recreation

Activities relating to the interest of the National Committee were reported by the representatives of the following organizations: American Association for Health, Physical Education and Recreation, American Recreation Assocation, American School Health Association, The Athletic Institute, The College Physical Education Association, The National Association for Physical Education of College Women.

(3) Chairman Nordly reported on the activities during the year making particular reference to the evaluation forms developed at the workshop sponsored by the committee in February, 1957. Following extended discussion concerning preparation of the forms by the American Association for Health, Physical Education and Recreation (long form), and the National Council for Accreditation of Teacher Education (short form), the following action was taken:

"That the representatives of the cooperating groups inform their own constituencies concerning these forms that they use every media possible to advise their own membership about the long form."

George F. Anderson supplied the following explanatory statement concerning the short form:

THE HEALTH, PHYSICAL EDUCATION AND RECREATION SUPPLEMENT TO THE GUIDE AND STANDARDS OF THE NCATE

When the National Council for Accreditation of Teacher Education (NCATE) took over the function of accreditation formerly carried on by the American Association of Colleges of Teacher Education (AACTE), they also accepted the list of AACTE accredited programs and utilized the existing AACTE Evaluative Criteria. Since several areas, including HPE&R had supplements to the Evaluative Criteria, these too became a part of the NCATE program.

One of the first tasks of the NCATE was to appoint a Committee on Standards. This committee completely revised the Evaluative Criteria. Utilizing a different approach to ascertain acceptance for accreditation, the Council finally accepted the Guide and Standards which it is now using.

The council has asked interested groups to submit supplements to the NCATE Guide and Standards if they feel essential aspects of their areas are being neglected. When a supplement is approved by the council, it becomes a part of the council's materials for

institutions having programs in that area. For example, when the supplement in HPE&R is approved it will be sent out with the council's Guide and Standards to all institutions having major programs in these areas when they request a council visitation. The material requested by the supplement will have to be collected and submitted along with the other data. An institution which is unable to satisfactorily satisfy the necessary requirements in these areas will have to make the necessary changes before they receive full acceptance and accreditation from the NCATE.

(4) Operating Code Revision:

It was voted that the term of representatives and alternates to the committee be changed from five years to three years, and that the word "National" be added to the title of the committee.

(5) Athletic Institute Film:

It was voted to recommend that the American Association for Health, Physical Education and Recreation and other professional organizations concerned with professional preparation in the field accept the invitation of the Athletic Institute to finance promotion of a 16 mm. color and sound film on "Careers in Physical Education" and to supply the requested consultants to advise in the production.

(6) The next meeting of the National Committee will be held in Portland, Oregon, in conjunction with the National Convention of the AAPHER in 1959.

(7) Recommendations:

a. That the College Physical Education Association urge its members to use the Guide and Standards of the National Council for the Accreditation of Teacher Education.
b. That the Association urge its members to serve on visitation teams.
c. That the Association encourage purchase and use of the Athletic Institute film on "Careers in Recreation."
d. That the Association urge the Athletic Institute to hasten production of the film "Careers in Physical Education."
e. That the Association urge its members to purchase and use this film when completed.
f. That the Association urge its members to promote evaluation of the teacher preparation programs in health education, physical education and recreation within the next two academic years, and that efforts be made to correlate the studies by the NCATE or some other body.

Respectfully submitted,

William F. Meredith,
Representative

President's Report — 1958

I am happy to report that during the past year the membership in our association has reached an all time high of about seven hundred.

Since our Santa Monica meeting, your president and the executive council have been carrying on the business of the association to the best of their abilities. The following is a short summary of my activities as president:

1. Committee Appointments. Immediately upon my return from Santa Monica, committee members were appointed in accordance with the constitutional provisions and committee codes. The only new committee to be added to those already provided for by the constitution, or already in existence, was a committee on Western Group Relationships which developed out of an informal meeting in Santa Monica called by our then president, Arthur Daniels.

Approximately one hundred and fifty members of the association have served on various association committees during the year. I am happy to report that everyone willingly accepted appointment and in fact several wrote asking to be given some job to do.

2. Operating Codes and Policy Handbook. For several years an attempt to pull together operating codes and job analyses has been made. The hope was to develop a handbook containing all such material. Each committee chairman was asked to try to discover an existing operating code or prepare a new one if none could be found. They were also asked to suggest changes in existing codes if deemed necessary. Some progress was made on this project but much more remains to be done.

3. Western Group Relationships. At Santa Monica, President Daniels called an informal meeting at which relationships with the WCMPES were discussed. As a result of this meeting a committee of five Executive Council members and three west coast men who belonged to both groups was formed to consider the future relationship between the two groups. As a result of this meeting your president was invited to be guest speaker at the conference luncheon of the WCMPES in Reno, Nevada, Friday, October 17. They were most gracious hosts during my attendance at their conference.

4. Attempt to Secure Athletic Institute Subsidization. One of the persistent problems of our association is its lack of finances. Our only income comes from dues which barely cover our expenses. At the Executive Council meeting in Santa Monica, it was suggested that the president explore the possibility of securing some type of subsidization from the Athletic Institute. A series of letters and conferences with Ted Bank resulted in a plan to propose raising our dues to $7.50 per year and asking the Athletic Institute to match this additional income by granting us $1,500 annually on a year to year basis for five years. Although initially it was thought that such a request might be honored, Mr. Bank was unable to get the request by his board and so the plan fell through.

5. Fitness Project. The final report of the Fitness Project Committee was received in November from project Chairman Charles Bucher and the AAHPER agreed to reproduce enough copies so that each member attending the final general session on Tuesday may receive a personal copy. When the project is approved by our association it will be published and become available for general distribution.

6. Representation at Mettings of the American Council on Education. We were represented during the year at two meetings of the American Council on Education. Professor W. L. Hass of the University of Chicago, represented us at a meeting held in the Palmer House in Chicago on October 9 and 10, and Professor Charles Bucher was our delegate at the Twenty-third Education Conference sponsored by the Educational Records Bureau and The American Council on Education held in the Commodore Hotel in New York City October 30 and 31.

7. Installation of College Presidents. The College Physical Education Association was represented at the inauguration of four college presidents during the year. Dr. Willis Baughman of Alabama University, Tuscaloosa, represented us when Henry King Sanford became president of Birmingham Southern College; Cy Morgan, of Springfield College, was our representative at the installation of Springfield's new president; L. Carroll Adams attended the installation of Harold Walter Stokes as the third president of Queens College and Ray Snyder represented us at the installation of M. Norvel Young as the third president of Pepperdine College in California.

8. Dedication of the New Maurice Fitzgerald Gymnasium, Queens College. The association was well represented at the dedication of Queens College new Maurice Fitzgerald Gymnasium on Saturday, September 27. Dr. Delbert Oberteuffer was the speaker on this occasion, Dr. Harry Scott were discussants. I am sorry to report that your president was a dismal failure as a representative of CPEA at this affair where he was supposed to act as discussant and summarizer. Due to a freight train derailment, he spent most of the night on a siding somewhere east of Herkimer and arrived in New York too late even to attend the luncheon at the dedication.

9. Brooklyn College. When an attack on the status of required physical education at Brooklyn College was made, your president sent some reference material at the request of Nathan Doseher and received a fine letter expressing the personal thanks of the department for this courtesy. Professor Allen, Chairman of our Basic Instruction Section, has been active during the year on the Joint Committee on Physical Education for College Men and Women collecting information concerning schools where the requirement was under attack.

10. Cooperation With Foreign Physical Educators. Considerable correspondence was carried on during the year in regard to foreign physical educators in this country. Mr. Enrique DaVila Burbano of Quito, Ecuador, visited a number of our campuses during his stay in this country and many of you present probably enjoyed his visit to your school just as I did. At the request of Dorothy Ainsowrth, a number of you from eastern

schools were solicited in an attempt to secure speaking engagements for Mr. Philip Smithells of Dunedin, New Zealand, during his tour of this country with his family. May I take this opportunity to thank you for your efforts in his behalf. Dean Fraley, Dave Furman and I had considerable correspondence with Dr. Bisquert of Chile in an effort to arrange his attendance at this conference but his participation in a meeting in Brussels made this impossible.

11. Bucknell University Reserve Officers' Training Corp. Request to Establish an Annual Award. The only request to come to your association officers which was turned down, graciously I trust, was a request from the adjutant of the Bucknell University Reserve Officers Training Corp. in Lewisburg, Pennsylvania, for our association to establish an annual award to be presented to an outstanding cadet in their training corp. We were to determine the criteria for the award subject only to the approval of their department and the university.

12. Athletic Institute Request for Cooperation on Proposed Film and Workshop. Recently a request came from the Athletic Institute that we cooperate with them in developing a film on the Recruitment of Physical Education Teachers and also that we cooperate in a proposed workshop dealing with equipment, supplies and materials for physical education and recreation. The executive council recommended favorable action on both requests and Ted Bank has been so informed. Dr. Arthur Daniels has agreed to act as our consultant on the advisory committee in connection with the development of the film.

13. Status Study of Required Physical Education. The status study of required physical education which was jointly sponsored by CPEA, NAPECW and AAHPE&R., has been completed by Harold Cordts under my guidance and will be reported at this convention. I am sure he joins with me in thanking all of your for your cooperation in collecting the data for this study.

14 Correspondence. Of course in addition to the above listed activities, there was almost endless correspondence in regard to association business and especially with regard to the conference program.

As a result of my experiences during my year as president, I have the following recommendations to make:

1. Some means of providing additional income for our association should be discovered. Many worthwhile projects and activities are sidetracked at present from sheer lack of funds to carry them out.

2. The association should abide closely by the convention rotation policy by geographic area adopted in Santa Monica in order to maintain nation-wide support of our association.

3. A real effort should be made through a state-by-state campaign possibly, to recruit a much larger number of our college physical educators as members of the College Physical Education Association. Our membership is too spotty at present.

4. The policy handbook attempted the last few years should somehow be completed.

If the above four recommendations can be carried out, it is my feeling that we will be well on our way to a stronger, more influential association. It has been a pleasure to serve as your president during the past year and may I take this opportunity to thank each and every one of you for your cooperation which was so generously given.

Special thanks go to the members of the Executive Council and to Dr. Clifford Brownell who served as parliamentarian.

Respectfully submitted,

John H. Shaw
President CPEA

Finance Committee Report

FINANCIAL STATEMENT - Dec. 1957 — Dec. 1958

BALANCE: December 1, 1957	Cash	$2,862.71
	Reserve	1,719.74
		$4,582.45
INCOME:		
Banquet Tickets	$ 552.44	
Membership Dues	2,342.71	
Interest on Reserve	51.95	
	$2.947.10	$2,947.10
	Total Income and Reserve Dec. 1, 1958	$7,529.55
EXPENSES:		
Convention (Hotel)	$ 590.50	
Membership Committee	23.75	
Office Expenses	213.17	
President's Expenses	313.53	
Dues Refund	3.00	
Bond (Sec'y.-Treas.)	10.00	
Joint Committee — NCAA-AAHPER	25.00	
Fitness Committee	50.00	
Intangible Tax	2.19	
AAHPER (Proceedings)	1,684.09	
American Council Ed.	50.00	
Sec'y., Clerical and Services	300.00	
	$3,265.23	$3,265.23
	Total Cash Reserve, Dec. 1, 1958	$4,262.32
	Less Reserve	1,771.69
	CASH BALANCE: Dec. 1, 1958	$2,492.63

Respectfully submitted,

R. E. Jamerson, Sec'y.-Treas.

Executive Council Meeting
December 28, 1958

Present:
J. H. Shaw, President; C. O. Jackson, President-Elect; R. E. Jamerson, Secretary-Treasurer; R. A. Snyder, Council Member-At-Large; A. S. Daniels, Past-President; E. M. Allen; J. F. Martin; J. W. Fredericks; L. C. Adams, Convention Manager.
Absent:
R. J. Grambeau; P. A. Hunsicker

1. Approved the President's Committee Report on Western Relationships as amended.

2. Instructed incoming president to activate the finance committee with respect to preparation of operational budget for association approval.

3. Approved policy that Secretary-Treasurer shall be the official representative of the Association to the Representative Assembly of the AAHPER. If this person is unable to attend the regular meeting of the Representative Assembly he shall appoint as his proxy the President or President-Elect of the Association, depending upon which shall be able to attend said meeting and in the order indicated.

December 29, 1958

Present:
J. H. Shaw, President; C. O. Jackson, President-Elect, R. E. Jamerson, Secretary-Treasurer; R. A. Snyder, Council Member-At-Large; A. S. Daniels, Past-President; E. M. Allen, J. W. Fredericks, J. F. Martin; C. L. Brownell, Parliamentarian.
Absent:
R. J. Grambeau, P. A. Hunsicker

1. Approved recommending to the Association the adoption of the report of the President's Committee on Western Group Relationships. This report was presented and received by the membership at a Business Meeting on December 29, 1958.

2. Approved report of the Constitution Committee suggesting change in constitution regarding the annual election of the Secretary-Treasurer.

3. Approved policy that any person having ever been a member of the Association should be properly recognized in memorial upon his decease.

4. Approved the dates of December 28-30, 1959 for the Annual Meeting in Cincinnati, Ohio.

5. Instructed Secretary to get cost of publishing the Fitness Report as a part of the Annual Proceedings.

6. Accepted the report of the Convention Manager.

7. Approved Washington, D. C. as site for the 1960 Annual Meeting of the Association.

Present: December 30, 1958
C. O. Jackson, President; R. A. Snyder, President-Elect; R. E.

Jamerson, Secretary-Treasurer; K. W. Bookwalter, Council Member-At-Large; J. H. Shaw, Past-President.

Absent:

1. Approved agreement with AAHPER for publication of Fitness Report. AAHPER to underwrite all expenses of publication and to turn over to Association any profits over and above expenses.

2. Instructed President to contact authorities in Cincinnati regarding convention sites and to report action to Council for approval.

Respectfully submitted,

R. E. Jamerson,
Secretary-Treasurer

Business Meeting
December 30, 1958

The Sixty-second Annual Meeting of the College Physical Education Association was held in New York City, New York, on December 30, 1958. The meeting was called to order by President J. H. Shaw at 10:30 A. M. in the North Ballroom of the Hotel New Yorker. Approximately one hundred and fifty members were present (one hundred ninety six was the official convention registration).

President Shaw reported on matters of general interest to the Association regarding his duties and actions as President during 1958.

President Shaw asked for permission to change the printed agenda. Moved by A. C. Coder, second by George Van Bibber, passed.

The Secretary-Treasurer's report was presented with the motion that it be accepted, second by George Van Bibber, passed.

President Shaw called for reports of committees as follows; (Discussion comments appear here, detailed reports by Committee Chairmen appear elsewhere in the Proceedings).

Joint Committee on Physical Education and Athletics. L. K. Butler (report by T. E. McDonough) Chairman, moved report be received, second by J. W. Long, passed.

Nominations. A. S. Daniels, Chairman, presented the following slate of officers: President-Elect - J. W. Kistler, J. D. Lawther, R. A. Snyder. President Shaw called for nominations from the floor. T. E. McDonough moved nominations close, second by E. B. Smith, passed. There being no majority on the first ballot, members were asked to vote for J. D. Lawther and R. A. Snyder the two candidates receiving the highest number of votes. R. A. Snyder was elected on the second ballot. Council Member-At-Large – K. W. Bookwalter, K. J. McKristal, L. L. Messersmith. President Shaw called for nominations from the floor. C. A. Hixon moved nominations close, second by E. B. Smith, passed. K. W. Bookwalter elected on first ballot. Secretary-Treasurer -

R. E. Jamerson, Arthur Weston. President Shaw called for nominations from the floor. K. W. Bookwalter moved nominations close, second by R. A. Snyder. R. E. Jamerson elected on first ballot.

Constitution Committee. M. M. MacKenzie (report by H. S. Cherry) Chairman, moved adoption of change in constitution regarding method of electing secretary-treasurer, second J. W. Fredericks, passed.

Finance Committee. H. C. Burrus, Jr. (report by R. E. Jamerson) Chairman, moved that report be received, second L. C. Adams, passed.

Foreign Relations. D. C. Furman, Chairman, moved that report be received, second Robert Korsgaard, passed.

Historical Records. B. L. Bennett, Chairman, moved that report be received, second Don Begenau, passed.

Membership. V. M. Moore, Chairman, moved that report be received and that all new members since last annual meeting rise and be recognized, second P. V. Keen, passed.

Necrology. C. R. Fall (report by Robert Korsgaard) Chairman. Reported passing of H. W. Schnell (memorial statement read by I. F. Waglow), G. B. Affleck (memorial statement read by Robert Korsgaard), F. W. Maroney, Gordon Ridings, W. R. Morrison, John Burr, A. S. Lamb. Schnell was an active member; Affleck, Lamb and Morrison were honorary members; Maroney, Ridings and Burr former members of the Association. The membership observed a moment of silence in respect of their departed colleagues.

Policies. L. L. Messersmith, Chairman, moved that report be received, second J. J. Reed, passed.

Public Relations. R. J. Francis, Chairman, no report.

Resolutions. C. V. Langton, Chairman, no report.

Construction and Equipment. J. W. Long, Chairman, moved that report be received, second Vernon Sprague, passed.

Operating Codes. L. A. Hess, Chairman, moved that report be received, second R. J. Grambeau, passed.

Business. The Secretary was asked to read the Executive Council recommendation regarding it's action on the President's Committee report on Western Group Relationships. T. E. McDonough moved the adoption of the Executive Council recommendation, second by V. M. Moore. Following discussion of the recommendation by G. W. Howard, A. S. Daniels, L. C. Adams, J. W. Fredericks there was a motion by G. W. Howard to amend the report by deleting items 3 and 4, second by Robert Korsgaard. After discussion of the proposed amendment President Shaw called for a vote. The motion to amend the original report was defeated by voice vote. The original motion was then passed.

J. W. Fredericks moved, second by P. V. Keen that the Secretary

be instructed to effect the constitutional changes made necessary by adoption of the report on Western Group Relationships. (These changes are noted in the report of te Constitution Committee).

There being no further business the meeting was adjourned by outgoing President J. H. Shaw.

Respectfully submitted,

R. E. Jamerson,
Secretary-Treasurer

**Attended 1958 Convention* *(1) Past-President* *(2) Honorary*
(3) Past Secretary

ALABAMA

Baughman, W. J., Ph.D.	University of Alabama (1948)
Chellman, John, Ed.D.	University of Alabama (1957)
Clipson, W. F., Ed.D.	State Teachers College, Troy (1956)
Flowers, H. A., M.A.	State Teachers College, Florence (1948)
Johnson, R. H., Ed.D.	University of Alabama (1948)
Sharman, J. E., M.A.	Howard College (1955)

ARIZONA

Lavik, R. H., M.A.	Arizona State College (1951)
Picard, J. L., M.S.	University of Arizona (1958)
Svob, R. S., M.A.	University of Arizona (1957)
Thomson, R. G., Ed.D.	Arizona State College (1954)

ARKANSAS

Beck, E. E., Ph.D.	Henderson State Teachers College (1957)
Ganslen, R. V., Ph.D.	University of Arkansas (1958)
Hendricks, Troy, Ed.D.	University of Arkansas (1949)
Johnson, T. E., Ed.D.	Arkansas State College (1956)
Moore, G. C., Ph.D.	University of Arkansas (1954)

CALIFORNIA

Adee, Don, Ph.D.	Chico State College (1947)
Altman, G. F., M.Ed.	202 Belmont, Los Gados (1935) (2)
*Arce, W. B., Ed.D.	Claremont-Harvey Mudd Colleges (1958)
Arnett, G. W., M.S.	San Fernando State Valley College (1958)
Bachman, J. C., M.S.	Chico State College (1958)
Beatty, H. J., M.S.	Fresno State College (1957)
Benton, C. W., M.S.	San Diego State College (1957)
Benson, D. W., M.S.	University of California (1959)
Bielicki, J. W., M.A.	La Sierra College (1958)

Bishop, H. A., Ed.D.	Chico State College (1958)
Blank, L. B., Ed.D.	University of California, Los Angeles (1957)
Boring, W. J., Ed.D.	Long Beach State College (1953)
Boycheff, Kooman, Ph.D.	University of California (1949)
Brown, H. E., Ph.D.	10 White Plains Ct., San Mateo (1947) (2)
Bugge, Elwyn, B.A.	Stanford University (1957)
Burke, R. K., Ph.D.	Occidental College (1958)
Campbell, H. W., M.A.	Los Angeles City College (1958)
Cook, C. T., Ed.D.	San Fernando Valley State College (1958)
Cooper, J. M., Ed.D.	University of Southern California (1954)
Cratty, B. J., M.S.	Pamona College (1958)
Crawford, W. H., Ed.D.	University of California, Riverside (1947)
Crowe, W. C., Ed.D.	Long Beach State College (1957)
Davies, E. R., M.A.	University of Redlands (1958)
Davis, E. C., Ph.D.	University of Southern California (1931) (1)
Dearborn, T. H., Ed.D.	University of California, Santa Barbara (1958)
DeLotto, M. J., Ph.D.	Long Beach State College (1958)
Dunkelberg, J. G., M.S.	University of California, Los Angeles (1957)
Egstrom, G. H., M.S.	University of California, Los Angeles (1958)
Ellis, G. W., B.A.	Uhula Vista Jr. High School, National City (1958)
Faria, I. E., M.A.	Sacramento State College (1959)
Fernelius, B. C., Dir.Rec.	San Fernando Valley State College (1958)
Fessenden, D. A., Ed.D.	San Francisco State College (1957)
Finn, M. M., B.A.	Hollywood Y.M.C.A. (1958)
*Flanagan, Lance, M.A.	University of California (1956)
Fraleigh, W. P., Ph.D.	San Jose State College (1955)
*Fredericks, J. W., Ed.D.	University of Southern California (1934)
Frey, H. J., M.S.	University of California (1958)
Gallon, A. J., Ed.D.	University of California, Santa Barbara (1956)
Gardner, G. W., M.S.	University of California, Los Angeles (1958)
Governali, Paul, Ed.D.	San Diego State College (1955)
Grawunder, R. M., Ed.D.	San Diego State College (1958)
Handy, D. T., Ed.D.	University of California, Los Angeles (1958)
*Harder, Theodore, M.A.	University of California, Santa Barbara (1949)
Harkness, W. W., M.A.	San Francisco State College (1949)
Hartranft, S. G., M.A.	San Jose State College (1957)
Henry, F. M., Ph.D.	University of California (1958)
Hewitt, J. E., Ed.D.	University of California, Riverside (1953)

Hollingsworth, Cecil, M.A.	University of California, Los Angeles (1948)
Hubbard, W. V., M.A.	San Jose State College (1957)
Johnson, E. L., Ed.D.	Whittier College (1953)
Jones, Frank B., Ed.D.	Sacramento State College (1957)
Jumonville, F. J., Ed.D.	Los Angeles State College (1954)
Kasch, F. W., Ed.D.	San Diego State College (1951)
*Keogh, J. F., M.A.	Pamona College (1957)
Knox, W. S., Ph.D.	College of Pacific (1959)
*Kovacic, C. R., Ed.D.	University of California, Davis (1948)
Lantange, J. E., Ed.D.	Santa Barbara College (1957)
Lindeburg, F. A., Ed.D.	University of California, Riverside (1957)
Logan, G. A., M.S.	University of California, Los Angeles
Losee, F. C., Ed.D.	Los Angeles State College (1957)
Malan, E. W., M.A.	Pamona College (1958)
Massey, W. N., Ph.D.	University of California, Los Angeles (1954)
McConnell, J. J., Ph.D.	Long Beach State College (1958)
McCormick, H. J., Ed.D.	Sacramento State College (1941)
Metcalf, T. N., M.A.	1208 San Miguel, Santa Barbara (1919) (1)(2)(3)
Michael, E. D., Ph.D.	University of California, Santa Barbara (1957)
Miller, B. W., Ph.D.	University of California, Los Angeles (1943)
Miller, H. G., M.A.	University of Southern California (1954)
Montgomery, J. E., Ed.D.	Long Beach State College (1957)
Montgomery, R. A., M.S.	George Pepperdine College (1957)
Moore, K. M., M.S.	University of California, Los Angeles (1958)
Morehouse, L. E., Ph.D.	University of California, Los Angeles (1958)
Mott, R. A., Ed.D.	California State Polytechnic College (1957)
Nagel, Charles, Ph.D.	San Jose State College (1957)
Napier, W. J., M.S.	La Sierra College (1958)
Ness, C. O., Ph.D.	Long Beach State College (1958)
*Nixon, J. E., Ed.D.	Stanford University (1949)
*Nordly, C. L., Ph.D.	University of California (1935) (1)
Olsen, A. W., M.A.	San Diego State College (1958)
*Palmer, C. L., Ed.D.	University of Southern California (1953)
Pape, L. A., Ed.D.	Fresno State College (1949)
Pearson, G. B., Ed.D.	University of California, Riverside (1957)
Peterson, H. E., Ed.D.	Chico State College (1958)
Rich, G. Q., M.S.	University of California (1958)
*Richardson, D. E., Ed.D.	University of California, Los Angeles (1953)
Rowen, Victor, Ed.D.	San Francisco State College (1953)
Royce, Joseph, Ph.D.	University of California (1956)

Ruff, W. K., Ed.D.	Stanford University (1958)
Runner, T. C., M.A.	University of Redlands (1958)
Scott, F. L., Ph.D.	San Diego State College (1958)
*Scott, H. A., Ph.D.	Box 4762, Carmel, California (1927) (1) (2)(3)
Selin, C. W., Ph.D.	University of California, Riverside (1957)
Smith, T. E., Ed.D.	Fresno State College (1958)
*Snyder, R. A., Ed.D.	University of California, Los Angeles (1946)
Stagg, A. A., Sr., M.A.	125 Euclid Avenue, Stockton (1920) (2)
Strehle, D. M., M.S.	University of California, Los Angeles (1958)
Strehle, R. L., M.A.	Pamona College (1958)
*Swisher, I. W., M.S.	Santa Monica City College (1958)
Terry, W. L., Ed.D.	San Diego State College (1948)
Thomas, Paul, Ed. D.	San Fernando Valley State College (1955)
Thornton, R. H., M.A.	University of California, Goleta (1958)
Toomey, I. F., B.S.	University of California, Davis (1935) (2)
Trieb, C. F., Ph.D.	Occidental College (1949)
Vandenburgh, W. G., M.S.	Fresno State College (1952)
Vitale, F. N., M.A.	San Diego State College (1959)
Vitti, J. J., Ed.D.	Sacramento State College (1958)
Walker, G. L., Ed.D.	San Jose State College (1951)
*Wallis, E. L., Ed.D.	University of California, Los Angeles (1958)
Warner, B. E., Ed.D.	Los Angeles State College (1958)
Williams, A. E., M.S.	Los Angeles City College (1958)
Williams, J. F., MD.	Carmel, California (1919) (1)(2)
Wise, A. R., Ed.D.	Los Angeles State College (1958)
Wright, E. J. A., D.Pe.	University of Southern California (1958)
Young, C. H., Ed.D.	University of California, Los Angeles (1958)
Young, L. F., M.A.	San Fernando Valley State College (1957)
Ziegenfuss, George, Ed.D.	San Diego State College (1947)

COLORADO

Anderson, R. L., Capt., M.S.	U. S. Air Force Academy (1957)
Bartelma, D. C., Ed.D.	University of Colorado (1948)
Bierhaus, F. W., Ed.D.	University of Colorado (1957)
Clapp, R. G., MD.	1200 S. College Ave., Ft. Collins (1906)(2)
Cyphers, V. A., M.A.	Colorado State College (1957)
Davies, J., B.S.	Colorado School of Mines (1959)
Doubenmier, J. S., M.A.	Colorado State College of Education (1949)
Lobdell, Harrison, B.S.	U. S. Air Force Academy (1955)
*MacKenzie, M. M., Ed.D.	U. S. Air Force Academy (1951)
Mastropaoho, Jospeh, B.S.	Western State College (1954)

McGlothin, W. C., Lt.Col., B.S.	Hq. Pac Air Forces, APO 953, San Francisco (1955)
Myslinski, C. J., M.A.	U. S. Air Force Academy (1957)
Staton, W. M., Ed.D.	Colorado State College (1951)
Vavra, C. G., B.A.	University of Colorado (1953)
Verducci, F. M., B.A.	U. S. Air Force Academy (1957)

CONNECTICUT

Barrow, L. M., Ed.D.	New Haven State Teachers College (1957)
*Blesh, T. E., Ph.D.	Yale University (1951)
*Daniels, N. J., M.A.	Wesleyan University (1958)
*Dispirito, R. G.	University of Bridgeport (1958)
Fait, Hollis, Ph.D.	University of Connecticut (1953)
*Field, D. A., Ed.D.	University of Bridgeport (1951)
*Kiphuth, R. J. H., B.S.	Yale University (1931)
*Martin, J. F., M.A.	Wesleyan University (1931)
*McCurdy, H. G., M.A.	Wesleyan University (1925)
Oosting, Ray, M.Ed.	Trinity College (1927)
Saccone, L. J., M.S.	University of Bridgeport (1957)
*Van Bibber, George, Ed.D.	University of Connecticut (1938)

DISTRICT OF COLUMBIA (Washington, D. C.)

*Anderson, George, Ed.D.	A.A.H.P.E.R., 1201 - 16th St., N. W. (1953)
Barnes, S. E., Ph.D.	Howard University (1951)
*Creswell, W. H., Jr., Ed.D.	A.A.H.P.E.R., 1201 - 16th St., N. W. (1958)
Krupa, J. H., Ed.D.	George Washington University (1955)
*Hall, S. O., M.S.	Howard University (1958)
Means, L. E., M.S.	A.A.H.P.E.R., 1201 - 16th St., N. W. (1958)
*Merrick, R. D., Ed.D.	A.A.H.P.E.R., 1201 - 16th St., N. W. (1953)
*Troester, C. A., Jr., Ed.D.	A.A.H.P.E.R., 1201 - 16th St., N. W. (1941)
*Williams, J. A., III, M.S.	American University (1958)

FLORIDA

*Cherry, H. S., M.A.	University of Florida (1951)
Damron, C. F., Dir. P. E.	University of Florida (1955)
Davis, J. F., Ed.D.	Florida State University (1957)
Livingston, W. J., B.S.	333 - 12th Ave., Indian Rock (1921) (1)(2)
Mason, J. G., Ed.D.	Miami University (1948)
Miller, K. D., Ph.D.	Florida State University (1949)
*Moreland, R. B., Ph.D.	Stetson University (1955)
Philpott, F. E., M.A.	University of Florida (1955)
Potter, W. M., M.A.	University of Florida (1958)

Price, H. D., Ph.D.	Florida State University (1947)	
Roseman, Saul, B.S.	University of Florida (1959)	
Stewart, W. K., B.S.	University of Florida (1959)	
*Waglow, I. F., M.Ed.	University of Florida (1956)	

GEORGIA

Cooper, G. F., Jr., M.A.	Emory University (1950)	
*Hopson, R. W., Ph.D.	Savannah State College (1952)	
*Mcdonough, T. E., M.A.	Emory University (1937)	(1)
Partin, W. C., M.Ed.	Emory University (1956)	
*Smith, E. B., Ph.D.	University of Georgia (1947)	(1)
*Welch, J. E., M.Ed.	Emory University (1958)	

ILLINOIS

Bank, T. P., M.A.	Athletic Institute, 209 S. State St., Chicago (1949)
*Berrafato, P. R., B.S.	University of Illinois, Navy Pier, Chicago (1948)
*Boydston, D. N., Ed.D.	Southern Illinois University (1951)
Brissman, L. C., M.Ed.	Augustana College (1950)
Chrouser, H. C., M.A.	Wheaton College (1953)
*Cureton, T. K., Ph.D.	University of Illinois (1929)
Fenstemacher, W. R., M.A.	George Williams College (1949)
Florio, A. E., Ed.D.	University of Illinois (1948)
Fordham, S. L., B.S.	University of Illinois, Navy Pier, Chicago (1948)
*Gedvilas, L. L., B.S.	University of Illinois, Navy Pier, Chicago (1948)
Gregg, W. H., M.A.	Northwestern University (1948)
Groves, W. H., Ph.D.	Eastern Illinois University (1953)
Hanson, Ray	Western Illinois University (1958)
Hass, W. L., M.Ed.	University of Chicago (1958)
Hein, F. V., Ph.D.	American Medical Association, Chicago (1948)
Hill, E. L., M.A.	Illinois State Normal University (1950)
Hodapp, J. B., P.E.D.	Eastern Illinois University (1959)
*Hubbard, A. W., Ph.D.	University of Illinois (1953)
*Jackson, C. O., Ed.D.	University of Illinois (1948)
Jones, J. O., M.S.	University of Illinois (1947)
Kenney, H. E., Ed.D.	University of Illinois (1950)
Knapp, C. G., Ph.D.	University of Illinois (1953)
*Kreidler, R. D., M.A.	University of Chicago (1958)
*Kristufek, C. J., M.S.	University of Illinois, Navy Pier, Chicago (1951)

Lundeen, V. C., M.Ed.	Augustana College (1950)	
Martin, G. A., M.A.	Southern Illinois University (1955)	
*Masley, J. W., Ed.D.	Eastern Illinois University (1947)	
McAdam, R. E., Ph.D.	Northern Illinois State College (1956)	
*Palmieri, Joseph, P.Ed.	De Paul University (1958)	
Pohndorf, R. H., Ph.D.	University of Illinois (1955)	
Shea, E. J., Ph.D.	Southern Illinois University (1947)	
Stafford, G. T., Ed.D.	University of Illinois (1939)	
*Staley, S. C., Ph.D.	University of Illinois (1926)	(1)
Steinhaus, A. H., Ph.D.	George Williams College (1930)	
*Trevor, D. S., M.S.	Knox College (1954)	
Vaughn, A. T., Ed.D.	Southern Illinois University (1956)	
*Warner, A. P., Ph.D.	De Paul University (1953)	
Wilkinson, J. J., P.Ed.	Southern Illinois University (1958)	

INDIANA

Antonacci, R. J., Ed.D.	School City Service, Gary (1949)	
Bauer, E. G., M.A.	Valparaiso University (1956)	
*Bookwalter, K. W., Ed.D.	Indiana University (1937)	
Counsilman, J. E., Ph.D.	Indiana University (1957)	
Cousins, G. F., Dir. P.E.	Indiana University (1955)	
Cowell, C. C., Ph.D.	Purdue University (1947)	
*Daniels, A. S., Ed.D.	Indiana University (1941)	(1)
Daugherty, J. B., Ph.D.	Indiana University (1953)	
Endwright, J. R., M.S.	Indiana University (1957)	
Erdmann, C. P., M.A.	DePauw University (1949)	
*Fallon, T. W., M.A.	Notre Dame University (1948)	
Frazier, Garland, M.Ed.	Wabash College (1956)	
Gingerrich, R. L., M.A.	Goshen College (1950)	
*Handiford, G. W., Jr., M.Pe.	Purdue University (1955)	
Harvey, R. R., M.A.	DePauw University (1954)	
*Korsgaard, Robert, Ed.D.	Ball State Teachers College (1953)	
Loveless, J. C., M.A.	DePauw University (1951)	
*McCall, R. A., Ph.D.	Ball State Teachers College (1953)	
*Napolitano, D. J., M.A.	Notre Dame University (1948)	
Newberg, Sam, Dir. P.E.	Indiana University (1957)	
Patty, W. E., Ph.D.	Nashville Indiana (1949)	(2)
Rangasas, E. P., Dir. P.E.	Anderson College (1957)	
*Scannell, J. A., Ed.D.	Notre Dame University (1938)	
Slater-Hammel, A. T., Ph.D.	Indiana University (1956)	
Struck, R. F., M.S.	Hanover College (1949)	
Stumpner, R. L., Dir. P.E.	Indiana University (1957)	
*Wakefield, M. C., Ed.D.	Indiana University (1948)	
Yoder, J. H., M.A.	Goshen College (1956)	

IOWA

Alley, L. E., Ph.D.	University of Iowa (1954)	
Clark, J. R., Ph.D.	Iowa State Teachers College (1957)	
Heilman, C. L., Ed.D.	Drake University (1949)	
McCloy, C. H., Ph.D.	University of Iowa (1929)	(2)
Peterson, C. T., M.S.	University of Dubuque (1938)	
Schramm, Al, M.A.	Loras College (1949)	
*Sills, F. D., Ph.D.	University of Iowa (1953)	
Truesdale, J. C., Ph.D.	Grinnell College (1949)	

KANSAS

*Browning, W. E.	Kansas State Teachers College (1958)
Ebel, E. R., Ph.D.	University of Kansas (1956)
Evans, T. M., M.S.	Kansas State College (1951)
Harper, L. A., Ed.D.	Ft. Hays State College (1957)
Henry, D. W., M.A.	University of Kansas (1954)
*Kerr, W. R., M.Ed.	Kansas State Teachers College (1958)
*McCullough, E. D., Ph.D.	Kansas State Teachers College (1956)
Nowak, T. S., Dir. P.E.	St. Benedict's College (1956)
Pease, J. M., Ed.D.	Kansas State Teachers College (1953)
*Schnitzer, W. J., Ed.D.	Kansas State Teachers College (1954)
Shenk, H. A., Ed.D.	University of Kansas (1947)
*Welch, F. G., M.S.	Kansas State Teachers College (1956)

KENTUCKY

Hackensmith, C. W., Ph.D.	University of Kentucky (1938)
Heldman, John Jr., P.E.D.	University of Louisville (1948)
*Jokl, Ernst, MD.	University of Kentucky (1956)
Karsner, M. G., Ph.D.	University of Kentucky (1956)
Mendelson, E. J., Dir. P.E.	University of Louisville (1956)
*Seaton, D. C., Ed.D.	University of Kentucky (1948)

LOUISIANA

Crawford, M. M., Ed.D.	Southwestern Louisiana Institute (1958)
Kistler, J. W., Ph.D.	Louisiana State University (1945)
Mumford, A. W., M.A.	Southern University (1959)
Nesom, G. W., M.S.	Northwestern State College (1947)
Walden, H. E., M.S.	Louisiana College (1948)

MAINE

Costello, R. A., M.S.	Gorham State Teachers College (1956)

Loebs, G. F., M.A.	Colby College (1934)	
*Lux, L. H., Ed.D.	Bates College (1947)	
Meylan, G. L., MD.	Casco, Maine (1919)	(1)(2)
Peck, R. R., M.A.	Bates College (1957)	
Sabasteanski, F. F., M.Ed.	Bowdoin College (1953)	
Wallace, S. M., B.S.	University of Maine (1931)	
Woodbury, H. M., M.A.	University of Maine (1959)	

MARYLAND

Cochrane, C.R.P., Jr., M.A.	Johns Hopkins University (1954)	
Cordts, H. J., Ed.D.	State Teachers College, Frostburg (1958)	
Eyler, M. H., Ph.D.	University of Maryland (1956)	
Fraley, L. M., Ph.D.	University of Maryland (1950)	
Humphrey, J. H., Ed.D.	University of Maryland (1952)	
*Husman, B. F., Ed.D.	University of Maryland (1949)	
*Klima, R. A., M.S.	University of Maryland (1958)	
Massey, B. H., M.S.	University of Maryland (1950)	
*Turner, M. S., B.A.	Johns Hopkins University (1947)	

MASSACHUSETTS

*Bischoff, D. C., Ph.D.	University of Massachusetts (1958)	
Bullock, J. E., M.A.	Williams College (1935)	
Butova, H. A., B.A.	American International College (1948)	
Carpenter, P. R., B.A.	Worcester Polytechnic Institute (1912)	(2)
Chaffee, C. C., M.A.	Williams College (1938)	
Dunbar, H. F., Jr., Ph.D.	Amherst College (1949)	
Friedman, Benny, B.A.	Brandeis University (1956)	
Gallagher, H. W., B.S.	Northeastern University (1953)	
*Granger, R. Z., M.A.	Clark University (1956)	
Harmon, J. M., Ed.D.	Boston University (1933)	
*Havel, R. C., Ed.D.	Springfield College (1951)	
*Lumley, A. E., M.A.	Amherst College (1947)	
Marsh, A. W., M.Ed.	Amherst College (1921)	(1)
*Morgan, C. W., Ph.D.	Springfield College (1940)	
Palmer, L. R., M.Ed.	Tufts College (1948)	
Rostas, S. M., M.Ed.	Amherst College (1947)	
*Seymour, E. W., Dir. P.E.	Springfield College (1949)	
Shay, C. T., Ed.D.	Springfield College (1949)	
Sparks, R. E., M.A.	Springfield College (1949)	
Steen, Harry, M.A.	Brandeis University (1959)	
Swain, L. E., M.A.	Treetops, Craigville (1926)	(2)
Whitelaw, R. M., M.Ed.	Massachusetts Institute of Technology (1957)	
Yeager, W. S., B.Pe.	Tufts College (1927)	(2)

MICHIGAN

Bennett, Norman, B.S.	Ferris Institute (1956)	
Bovard, A. J., B.A.	Michigan College of Mining & Technology (1956)	
*Dales, G. G., M.A.	Western Michigan College (1956)	
Ertell, N. H., M.A.	Wayne State University (1955)	
Finch, R. W., M.A.	Central Michigan College (1947)	
*Friedrich, J. A., Ph.D.	Michigan State University (1956)	
*Gary, M. J., M.A.	Western Michigan College (1946)	
Gillis, R. S., M.A.	Adrian College (1959)	
*Grambeau, R. J., M.A.	University of Michigan (1953)	
*Greey, G. W., M.S.	University of Michigan (1958)	
*Haase, D. L., M.A.	University of Michigan (1958)	
*Helms, W. G., M.S.	University of Michigan (1958)	
Hoy, J. T., M.A.	Western Michigan University (1958)	
*Hunsicker, P. A., Ph.D.	University of Michigan (1953)	
*Leibee, H. C., M.S.	University of Michigan (1949)	
McCristal, K. J., Ed.D.	Michigan State University (1948)	
Mitchell, E. D., Ph.D.	University of Michigan (1930)	(1)(2)
*Niemeyer, R. K., Ph.D.	Michigan State University (1958)	
Olds, L. W., Dr. PH.	Eastern Michigan College (1931)	
*Poppe, H. A., M.A.	University of Michigan (1958)	
Riskey, E. N., M.S.	University of Michigan (1955)	
Ruffer, W. A., M.S.	Michigan College of Mining & Technology (Sault Br.) (1956)	
Smith, J. W., B.A.	Michigan State University (1956)	
Sprankle, D. R., M.A.	Albion College (1956)	
*Steen, Barney, M.A.	Calvin College (1953)	
Taddonio, D. A., M.Ed.	Detroit University (1954)	
Webster, R. W., Ph.D.	Michigan State University (1941)	
Young, R. H., B.S.	Michigan State University (1953)	(2)
*Zeigler, E. A., Ph.D.	University of Michigan (1950)	
*Zenti, R. N., Ed.D.	Wayne State University (1956)	

MINNESOTA

Anderson, E. W., M.Ed.	Augusburg College (1956)	
Christenson, I. A., M.Ed.	Concordia College (1947)	
Donnelly, R. J., Ph.D.	University of Minnesota (1953)	
Durenberger, G.G., Dir.P.E.	St. Johns University (1958)	
Grinaker, V. F., M.S.	Concordia College (1958)	
Gulswig, E. E., Jr., B.A.	Concordia College (1958)	
Heusner, W. W., Jr., Ph.D.	University of Minnesota (1955)	
Hollingsworth, L. E., Ed.D.	Gustavus Adolphus College (1958)	
*Keller, L. F., Ph.D.	University of Minnesota (1922)	
Lasch, H. A., M.S.	Moorhead State College (1949)	

Moore, R. B., Ph.D.	Mankato State Teachers College (1956)
Mueller, C. E., M.A.	University of Minnesota (1953)
Osell, C. R., M.A.	University of Minnesota (1947)
Ostrander, M. E., M.Ed.	University of Minnesota (1947)
Piper, R. A., Ed.D.	University of Minnesota (1937)
*Rickert, L. J., Ed.D.	University of Minnesota - Duluth Branch (1957)
Wells, W. M., M.Ed.	University of Minnesota - Duluth Branch (1948)

MISSISSIPPI

Baley, J. A., Ph.D.	Mississippi Southern College (1954)
McMurray, J. G., Ph.D.	University of Mississippi (1947)

MISSOURI

Burris, H. C., Jr., Ed.D.	Washington University (1948)
Eberhardt, W. C., M.A.	St. Louis University (1956)
Hindman, D. A., Ph.D.	University of Missouri (1938)
Keller, J. O., M.A.	University of Missouri (1949)
Moorehead, I. T., M.A.	Lincoln University (1958)
Patterson, N. A., M.A.	William Jewell College (1956)
Peterson, H. D., Dir.P.E.	Northwest Missouri State College (1953)
Reed, D. T., M.A.	Lincoln University (1958)
Stankowski, A. J., M.A.	University of Missouri (1941)

NEBRASKA

Addison, R. A., M.A.	Doane College (1953)
Geir, J. G., M.A.	University of Nebraska (1953)
Good, H. C., M.S.	University of Nebraska (1956)
Gross, E. C., M.S.	University of Nebraska (1956)
Higginbotham, Ed., M.A.	University of Nebraska (1953)
Miller, C. E., M.A.	University of Nebraska (1949)
Rolloff, B. D., M.Ed.	Dana College (1957)
Wear, C. L., Ph.D.	University of Nebraska (1953)

NEVADA

Broten, G. A., Ed.D.	University of Nevada (1958)

NEW HAMPSHIRE

*Evans, H. M., B.Pe.	Dartmouth College (1941)	
Locke, E. A., MD.	Wilton, N. H., (1937)	(2)

NEW JERSEY

*Coder, A. C., Ed.D.	Montclair State Teachers College (1958)
*Conroy, J. J., Ed.D.	Princeton University (1949)
*Dioguardi, W. P., M.S.	State College, Upper Montclair (1958)
Hausser, P. C., Prof.Dip.	Newark College of Engineering (1956)
*Kamienski, H. C.	State College, Jersey City (1958)
Misar, F. J., M.A.	Stevens Institute of Technology (1948)
*Partel, F. J., M.A.	Stevens Institute of Technology (1958)
*Reed, J. J., M.A.	Princeton University (1950)
Rockafeller, H. J., B.S.	Rutgers University (1932)
*Swanson, R. F., M.Ed.	Newark College of Engineering (1958)
*Tews, R. W., Ph.D.	Montclair State College (1958)
*Twitchell, A. W., M.Ed.	Rutgers University (1953)
Woods, H. D., M.A.	Fairleigh Dickson University (1958)
*Zweidenger, W. E., M.A.	New Jersey State Teachers College (1951)

NEW MEXICO

Delamater, J. B., M.A.	New Mexico Institute of Mining & Technology (1947)
Dickson, J. F., Ph.D.	Eastern New Mexico University (1956)
Langston, D. F., Dir.P.E.	Eastern New Mexico University (1956)
Moll, C. S., M.S.	New Mexico A & M (1958)
Seidler, A. H., Ph.D.	University of New Mexico (1952)
Settle, Caskey, Ed.D.	New Mexico Highlands University (1934)

NEW YORK

Abraham, J. N., M.S.	Hobart College (1955)	
*Adams, L. C., Ed.D.	Columbia University (1937)	(3)
Alexander, L. A., M.A.	University of Rochester (1931)	
Allen, R. L., Dr. PH.	State Teachers College, Cortland (1955)	
Appleton, L. O., M.A.	U. S. Military Academy (1947)	
*Balquist, J. W., M.A.	Columbia University (1947)	
*Begelman, J. D., Ph.D.	Hunter College (1951)	
*Begenau, Don, M.A.	Queens College (1956)	
*Brownell, C. L., Ph.D.	Teachers College, Columbia University (1929)	
*Bruce, R. M., M.Ed.	U. S. Military Academy (1949)	

*Bucher, C. A., Ed.D.	New York University (1953)
Campbell, D. A., M.S.	State University of New York, Oswego (1955)
Campbell, L. D., Ed.D.	State University Teachers College, New Platz (1954)
Campbell, Walter, M.Ed.	University of Rochester (1927) (2)
*Davis, W. D., M.A.	Queens College (1956)
*Dolat, B. W., M.A.	Teachers College, Columbia University (1958)
*Doscher, Nathan, Ph.D.	Brooklyn College (1956)
*Eckard, R. J., M.A.	Cortland State Teachers College (1958)
Elkow, J. D., Ph.D.	Brooklyn College (1948)
Elliott, E. S., MD.	Columbia University (1931) (2)
Fall, C. R., Ed.D.	University of Buffalo (1948)
*Feld, A. A., Prof.Dip.	Queens College (1954)
*Foglia, G. F., M.A.	Queens College (1954)
Furey, Ralph, M.A.	Columbia University (1946)
Graham, P. S., M.A.	Renssalaer Polytechnic Institute (1955)
*Grover, G. H., Ed.D.	State Department of Education (1954)
Hansen, Canute, DDS	146-41-38th Avenue, NYC (1926) (2)
*Hanson, W. V., M.A.	Sarah Lawrence College (1958)
*Hardy, R. J., M.A.	Teachers College, Columbia University (1958)
*Howard, G. W., Ph.D.	Queens College (1931)
*Hutchinson, J. L., Ed.D.	Teachers College, Columbia University (1947)
Irace, S. C., Ed.D.	Hunter College (1955)
*Ilowit, Roy, Ed.D.	C. W. Post College (1956)
Jones, L. M., Ph.D.	State University of New York, Buffalo (1930) (1)
*Jones, R. P., M.S.	St. Bonaventure (1958)
*Kenyon, G. S.	New York University (1958)
Kirkpatrick, T. B., M.A.	249 Washington Ave., Kingston, New York
Kobes, F. J., Jr., M.A.	U. S. Military Academy (1958)
Krakower, Hyman, Ph.D.	City College of New York (1932)
*Kroeten, H. J., M.Ed.	U. S. Military Academy (1953)
Kumpf, H. W., M.A.	Renssalaer Polytechnic Institute (1958)
Larson, L. A., Ph.D.	New York University (1943)
*Lawrence, K. J., M.A.	Colgate University (1953)
*Linck, G. W., M.A.	U. S. Military Academy (1958)
*Madden, J. E., Ed.D.	Brooklyn College (1948)
*McEvoy, L. T., M.A.	Columbia University (1956)
*Meyers, C. R., Ed.D.	University of Buffalo (1948)
*Moffett, D. C., Ph.D.	Cortland State Teachers College (1930)
Montebello, R. A., Ed.D.	Sarah Lawrence College (1958)
Nash, J. B., Ph.D.	40 East 10th Street, New York City (1926) (2)
Obeck, V. F., M. A.	New York University (1948)

*Odenkirk, J. E.	Teachers College, Columbia University (1958)	
*Oleson, F. A., Ph.D.	Brooklyn College (1936)	
Picariello, S. P., M.A.	Long Island University (1955)	
Polansky, D. L., M.A.	City College of New York (1953)	
Prettyman, A. I., B.Pe.	Sampson College (1919)	(2)
Reilly, C. H., M.A.	Brooklyn College (1956)	
*Rogers, M. H., Ed.D.	State University New York Teachers College, Brockport (1945)	
Salmons, Robert, Ed.D.	Queens College (1954)	
See, D. A., M.Ed.	State University of New York, Oswego (1949)	
Sells, J. L., M.A.	Columbia University (1958)	
*Shaw, J. H., Ed.D.	Syracuse University (1940)	(1)
*Sich, J. S., M.A.	Manhattan College (1953)	
Smith, J. A., M.A.	Hofstra College (1952)	
*Smith, J. M., LLB	Brooklyn College (1956)	
Smith, R. H., M.Ed.	Cornell University (1957)	
Spitz, G. B., Jr., Ed.D.	Queens College (1947)	
*Teller, F. L.	Teachers College, Columbia University (1958)	
*Tidwell, B. D., M.S.	Hunter College, New York City (1958)	
*Tierney, R. J., M.A.	Queens College (1949)	
*Von Mechow, A. H., M.S.	State University College on Long Island (1958)	
*Walke, N. S., Ph.D.	Brooklyn College (1938)	
Watt, Thomas, Jr., M.A.	Long Island A & T Institute (1948)	
Weber, M. A., M.A.	Hamilton College (1930)	
Werner, A. C., M.A.	U. S. Military Academy (1948)	
Williams, R. H., M.A.	State Teachers College, Cortlant (1951)	
Young, C. V. P., B.A.	Cornell University (1919)	(1)(2)
*Zuaro, A. C., M.A.	New York University (1954)	

NORTH CAROLINA

*Allen, E. M., Jr., M.A.	University of North Carolina (1947)	
Barrow, H. M., Ed.D.	Wake Forest College (1949)	
*Blyth, C. S., Ph.D.	University of North Carolina (1958)	
Cornwell, O. K., Ed.D.	University of North Carolina (1931)	(1)
Derr, P. H., M.A.	North Carolina State College (1946)	
Dodson, N. T., Dir. P.E.	Wake Forest College (1958)	
Fetzer, R. A., M.A.	University of North Carolina (1924)	(2)
*Jamerson, R. E., Ed.D.	University of North Carolina (1935)	
Miller, J. O., Ph.D.	East Carolina College (1955)	
Scott, Thomas, Ed.D.	Davidson College (1954)	
Shepard, G. E., Ed.D.	University of North Carolina (1938)	

Siewert, F. T., M.A.	West Carolina College (1950)
Townes, R. E., Ed.D.	North Carolina College (1950)

NORTH DAKOTA

Marti, L. R., M.Ed.	University of North Dakota (1947)
Stish, E. E., M.A.	University of North Dakota (1957)

OHIO

Ashbrook, W. P., Ph.D.	Ohio State University (1929)	
*Ballenger, Frank, M.A.	Kent State University (1949)	
*Bennett, B. L., Ph.D.	Ohio State University (1948)	
Bibler, R. E., M.A.	Oberlin College (1949)	
Butler, L. K., Ph.D.	Oberlin College (1930)	
Calrk, R. L., M.A.	Oberlin College (1950)	
*Cooper, S. M., Ed.D.	Bowling Green State University (1953)	
*Erickson, C. E., Ed.D.	Kent State University (1954)	
Ersing, W. F., M.A.	Ohio State University (1956)	
*Fischer, J. A., Jr., M.A.	Kent State University (1951)	
Gauthier, G. E., B.S.	Ohio Wesleyan University (1924)	(2)
Gordin, R. D., M.A.	Ohio Wesleyan University (1954)	
Gordon, J. A., M.A.	Miami University (1951)	
*Grice, J. W., M.A.	Oberlin College (1955)	
Hendrix, J. W., Ed.D.	Ohio State University (1954)	
*Hess, L. A., Ed.D.	Ohio State University (1950)	
*Hixon, C. G., M.A.	Ohio State University (1952)	
Hoover, W. R., B.S.	Kent State University (1947)	
Jenkins, Sidney, M.A.	Denison University (1949)	
*Keefe, R. J., Ed.D.	Bowling Green State University (1952)	
*Kleinman, Seymour, M.S.	Ohio State University (1956)	
*Knuttgen, H. G., M.S.	Ohio State University (1953)	
Koval, Mike, M.A.	Hiram College (1956)	
Kretchmar, R. T., Ed.D.	Oberlin College (1947)	
Landis, P. E., M.A.	Ohio High School Athletic Association, Columbus (1942)	
Laughter, R. J., M.A.	Ohio State University (1956)	
*Long, J. W., Ph.D.	Toledo University (1947)	
Mackey, R. T., M.A.	Miami University (1949)	
*Mand, C. L., Ph.D.	Ohio State University (1957)	
*Mathews, D. O., M.S.	Bowling Green State University (1949)	
Maurer, H. E., Ph.D.	Wittenberg College (1956)	
Mileham, M. C., M.A.	University of Cincinnati (1938)	
*Moore, V. M., M.A.	Kent State University (1949)	
Nessley, C. T., M.Ed.	Ohio University (1950)	
Nichols, J. H., MD.	Oberlin College (1917)	(1)(2)

Oberteuffer, Delbert, Ph.D.	Ohio State University (1935)	(1)
*Ray, H. L., M.S.	Ohio State University (1957)	
*Resick, M. C., Ph.D.	Kent State University (1948)	
Rhoads, A. H., M.A.	Ohio University (1951)	
Rider, C. L., B.A.	Miami University (1920)	
Schwarberg, W. D., Ed.D.	University of Cincinnati (1956)	
*Shults, Fred, B.A.	Oberlin College (1958)	
Strimer, R. M., M.S.	Ohio Wesleyan University (1954)	
Trepp, J. P., M.A.	Ohio University (1956)	
Widdoes, C. C., B.A.	Ohio University (1956)	
Wirthwein, C. J., M.A.	Ohio State University (1957)	
Yard, R. N., Ed.D.	Denison University (1954)	

OKLAHOMA

Harrison, A. B., M.S.	Oklahoma State University (1953)
*Keen, P. V., M.A.	University of Oklahoma (1950)
Kevin, J. J., M.A.	Oklahoma State University (1941)
Lander, Robert, Ed.D.	Northeastern State College (1956)
Messbarger, E. J., M.A.	Benedictine Heights College (1959)
Record, J. N., M.A.	Philips University (1955)

OREGON

Borchardt, J. W., M.A.	University of Oregon (1954)
Brumbach, W. B., Ph.D.	University of Oregon (1953)
Clarke, H. H., Ed.D.	University of Oregon (1931)
Esslinger, A. A., Ph.D.	University of Oregon (1947)
Koski, W. A., Ed.D.	Oregon State College (1953)
*Langton, C. V. N., Ed.D.	Oregon State College (1939)
Livingston, R. C., Ed.D.	Oregon College of Education (1957)
Peterson, Alexander, Jr., Ed.D.	Southern Oregon College (1956)
Raabe, H. W., M.S.	Oregon State College (1949)
Rhoda, W. P., M.A.	University of Oregon (1950)
Sigerseth, P. O., Ed.D.	University of Oregon (1948)
Sparks, L. J., M.A.	Willamette University (1950)
*Sprague, Vernon, M.A.	University of Oregon (1952)
Stagg, Paul, Ph.D.	Pacific University (1958)
Williams, E. T., M.S.	University of Oregon (1958)

PENNSYLVANIA

Barr, J. S., M.A.	Franklin and Marshall College (1954)
Bilheimer, C. E., M.E.	Gettysburg College (1929)

*Blum, S. J., M.Ed.	Bucknell University (1947)	
Conger, R. M., M.A.	Penn State University (1956)	
Corbin, H. D., Ph.D.	State Teachers College, Lock Haven (1948)	
*Fogg, S. P., M.Ed.	Penn State University (1953)	
*Gardner, R. N., M.Ed.	Lincoln University (1948)	
*Glascott, J. A., M.S.	University of Pennsylvania (1953)	
Gross, E. A., M.S.	Penn State University (1950)	
Hansell, G. A., Ph.B.	Pennsylvania Military College (1956)	
*Jack, H. K., Ph.D.	Temple University (1958)	
*Lawther, J. D., M.A.	Penn State University (1951)	
Luehring, F. W., Ph.D.	314 No. Chester Rd., Swathmore (1919)	(1)(2)
*McCoy, E. B., M.A.	Penn State University (1952)	
Meredith, W. F., Ph.D.	University of Pennsylvania (1941)	(1)
*Oermann. K. C. H., Ph.D.	University of Pittsburgh (1946)	
*Olson, Carl, B.S.	University of Pittsburgh (1932)	
Rivero, Manual, M.A.	Lincoln University (1948)	
*Runquist, K. C., Ed.D.	Temple University (1954)	
*Schmid, M. R., M.S.	Temple University (1958)	
Schott, C. P., Ph.D.	Penn State University (1929)	(1)(2)
Snowberger, C., Ph.D.	State Teachers College, Slippery Rock (1958)	
Stagg, A. A., Jr., M.A.	Susquehanna University (1941)	
Steckbeck, J. S., M.S.	Lehigh University (1959)	
Stetson, W. J., M.A.	Swarthmore College (1951)	
*Sturzebecker, R. L., Ed.D.	Westchester State Teachers College (1955)	
*Thiel, G. N., M.Ed.	Penn State University (1952)	
Way, H. P., M.Ed.	Allegheny College (1939)	
*Winters, A. R., M.A.	Lafayette College (1926)	

RHODE ISLAND

*Ciuerzo, P. F., M.A.	University of Rhode Island (1939)
*Hefferman, J. M., M.Ed.	Brown University (1953)

SOUTH CAROLINA

Dellastatious, J. W., M.S.	The Citadel College (1956)
Fourier, A. E., M.A.	University of South Carolina (1951)
Wilhelm, B. H., B.A.	Clemson College (1957)

SOUTH DAKOTA

Emmerich, J. C., B.S.	South Dakota State College (1957)
Frost, R. B., Ph.D.	South Dakota State College (1957)

Ginn, R. A., M.A.	South Dakota State College (1957)
Robinson, G. E., Prof.Dip.	South Dakota State College (1959)
Youngworth, C. I., M.A.	Yankton College (1956)

TENNESSEE

*Brady, G. F., Ph.D.	University of Tennessee (1955)
Capen, E. K., Ph.D.	University of Tennessee (1956)
Davis, Jennings, Jr., Ed.D.	David Lipscomb College (1955)
Hyden, J. P., B.S.	Vanderbilt University (1949) On Leave
Overall, P. V., M.S.	Tennessee Polytechnic Institute (1947)
*Pangle, R. V., M.Ed.	Peabody College (1956)
Patty, E. K., Ph.D.	Middle Tennessee State College (1947)
Plotnicki, B. A.	University of Tennessee
Scott, E. B., Jr., Dir.P.E.	Memphis State College (1956)
Warren, N. L., Ed.D.	Peabody College (1956)

TEXAS

Alderson, C. J., Ed.D.	University of Texas (1950)
Andrews, P. M., M.Ed.	Texas A & M College (1957)
Barlow, T. E., B.A.	University of Texas (1953)
Barr, A. R., M.A.	Southern Methodist University (1948)
Bearden, F. W., Ed.D.	The Rice Institute (1952)
*Billings, E. S., M.S.	Wayland Baptist College (1958)
Brace, D. K., Ph.D.	University of Texas (1924)
Brinley, E. D., Ed.D.	Texas College of Arts and Industries (1943)
Brown, H. S., Ph.D.	Southern Methodist University (1948)
Buchanan, H. E., M.A.	Texas Tech (1956)
Flory, C. M., Ed.D.	Tarleton State College (1958)
Hermance, G. L., M.A.	The Rice Institute (1931)
*Herrscher, B. R., M.Ed.	Southern Methodist University (1958)
Hester, R. G., M.S.	Austin College (1956)
Kireilis, R. W., Dir.P.E.	Texas Tech (1953)
Landiss, C. W., Ed.D.	Texas A & M College (1948)
Mamaliga, Emil, M.Ed.	Texas A & M College (1957)
McGraw, L. W., Ed.D.	University of Texas (1953)
*Messersmith, L. L., Ed.D.	Southern Methodist University (1932)
Segrest, H. B., M.S.	Texas A & M College (1952)
Standifer, J. W., Ed.D.	Texas Christian University (1953)
Tishler, C. E., M.A.	Texas A & M College (1948)
Watson, Jack, Ed.D.	North Texas State College (1957)
*Weston, Arthur, Ed.D.	The Rice Institute (1952)
Whitaker, B. M., B.A.	University of Texas (1948)

UTAH

Bellows, H. A., Ed.D.	University of Utah (1953)	
*Hart, C. J., Ed.D.	Brigham Young University (1942)	
*Hartvigsen, M. F., Ed.D.	Brigham Young University (1957)	
Hunsaker, H. B., M.S.	Utah State University (1949)	
Nelson, D. O., Ph.D.	Utah State University (1957)	

VERMONT

*Kelly, J. J., M.A.	Middlebury College (1947)	
Post, A. T., B.S.	University of Vermont (1936)	

VIRGINIA

Dyck, P. B., M.A.	Virginia Tech (1946)	
*Heidloff, R. C., M.Pe.	University of Virginia (1934)	
Lord, N. F., B.S.	Washington and Lee University (1949)	
Ludwig, L. T., M.Ed.	University of Virginia (1929)	
*Neilson, H. N., M.Ed.	Hampton Institute (1953)	
Reilly, J. H., B.A.	University of Virginia (1958)	
Slaughter, E. R., B.S.	University of Virginia (1956)	
Willis, H. L., M.E.	Virginia State College (1957)	

WEST VIRGINIA

Duncan, R. O., Ed.D.	University of West Virginia (1953)	
Fox, J. D., M.S.	Potomac State College (1956)	
Holter, F. J., Ph.D.	University of West Virginia (1932)	(1)
Sheets, N. L., M.S.	Davis and Elkins (1956)	
Yost, C. P., Ph.D.	University of West Virginia (1956)	

WASHINGTON

Bohler, J. F., B.S.	Washington State College (1928)	(2)
Cisek, R. A., B.S.	Western Washington College of Education (1954)	
Cutler, R. K., M.S.	University of Washington (1955)	
Dauer, V. P., Ph.D.	Washington State College (1958)	
*Galligan, G. E., Ed.D.	Washington State College (1947)	
House, H. H., Ph.D.	Box 203, Asotin, Washington (1932)	(2)
Reuter, E. R., M.S.	University of Washington (1951)	
Romney, Golden, Ph.D.	Washington State College (1958)	

WISCONSIN

Denny, A. C., M.A.	Lawrence College (1935)
Mansfield, A. W., M.A.	University of Wisconsin (1953)
Masley, A. L., B.A.	University of Wisconsin (1945)
Rarick, G. L., Ph.D.	University of Wisconsin (1951)
Wolf, J. G., Ph.D.	University of Wisconsin (1950)

CANADA

Blackstock, C. R., B.S.	Pickering College (1948)
*Faulkner, J. A., M.S.	University of Western Ontario (1957)
Griffiths, M. G., M.A.	University of Toronto (1953)
Insleay, A. D., B.Pe.	Sir George Williams College (1959)
Kelly, P. C., B.S.	University of New Brunswick (1956)
Kennedy, F. W., M.A.	University of Manitoba (1951)
*McCutcheon, J. E., B.A.	University of Toronto (1949)
Mitchell, W. F., B.S.	Ontario Agricultural College (1948)
Osborne, R. F., M.Ed.	University of British Columbia (1948)
*Ryan, H. R., B.Pe.	McGill University (1950)
Smith, W. D., M.A.	University of Alberta (1949)
Van Vliet, M. L., M.A.	University of Alberta (1948)
Wipper, K. A. W., B.A.	University of Toronto (1957)
*Yuhasz, M. S., M.S.	University of Western Ontario (1954)

HAWAII

Gustuson, D. I., B.S.	University of Hawaii (1949)
Saake, A. C., Ph.D.	University of Hawaii (1955)

PUERTO RICO

*Furman, D. C., Ed.D.	University of Puerto Rico (1948)
Mangual, R. A., M.S.	College of Agriculture and Medical Arts, Mayaguez, Puerto Rico (1951)
Sambolin, L. F., M.S.	Inter American University of Puerto Rico, San German, Puerto Rico (1953)
San Fiorenzo, N. R., B.A.	University of Puerto Rico (1957)
Torregrosa, F. M., M.S.	University of Puerto Rico (1948)

NEW ZEALAND

Smithells, P. A., M.S.	University of Otago (1956)

ENGLAND

Campbell, W. R., Dip.	St. Lukes College (1959)
Parry, N. A., DLC	Chester Training College, Chester (1959)

COLLEGE PHYSICAL EDUCATION ASSOCIATION

CONSTITUTION

ARTICLE I - NAME

Section 1 - The organization shall be known as the COLLEGE PHYSICAL EDUCATION ASSOCIATION FOR MEN.

ARTICLE II - OBJECTIVES

Section 1 - Objectives of the ASSOCIATION relate to the advancement of physical education in institutions of higher learning, including: the basic instructional program; intramural athletics; teacher education; and such other activities as may be assigned to a given college department. More specifically, the objectives are:

a. To improve the contributions of physical education and, where appropriate, the related fields of health education and recreation, to higher education.

b. To identify and define the major issues and problems confronting the profession, particularly those of higher education, and resolve them to the best possible ends.

c. To gather, analyze, interpret, and organize the research needed to resolve the major issues and/or problems facing the profession of physical education, especially those which are concerned with higher education.

d. To develop interdisciplinary relationships with kindred fields of knowledge for the light they may shed on the nature and values of physical education (e.g., anthropology, psychology, sociology, sports medicine, etc.).

e. To improve public relations through increasing public understanding of the nature and purposes of physical education in American and world life.

ARTICLE III - MEMBERSHIP

Section 1 - The ASSOCIATION shall consist of members as hereinafter provided.

ARTICLE IV - GOVERNMENT

Section 1 - The government of the ASSOCIATION shall be vested in an Executive Council, officers, committees, and members as hereinafter provided.

ARTICLE V - WESTERN DIVISION

Section 1 - The Western College Mens' Physical Education Society consisting of certain physical educators in the eleven western states shall be known as the Western Division of the College Physical Education Association.

ARTICLE VI - SECTIONS

Section 1 - The ASSOCIATION may establish sections within its organizational structure as hereinafter provided.

ARTICLE VII - MEETINGS

Section 1 - The ASSOCIATION shall conduct annual and special meetings as hereinafter provided.

ARTICLE VIII - AMENDMENTS

Section 1 - This Constitution may be amended at any regular or special meeting of the ASSOCIATION, or by mail vote. A favorable vote of three-fourths (3/4) of the members present at a regular or special business meeting, or a majority of the current membership by mail vote, shall be required for amendment; no mail vote shall be valid beyond thirty (30) days after official notification. In either case (regular or special meeting) a quorum must take action as hereinafter provided.

BY-LAWS

ARTICLE I - MEMBERSHIP AND DUES

Section 1 - There shall be two (2) types of membership; active members and honorary life members. All members shall have equal voting privileges. Active members, only, shall pay dues — as provided in Sections 2, 3, and 4 below.

Section 2 - Active members are men actively engaged in teaching or administering one or more components of college physical education, men with teaching experience pursuing graduate study, or men engaged or interested in allied fields.

a. The Membership Committee, as provided in Article VIII, Section 4 shall review the qualifications of all applicants for active membership and report its findings to the Secretary-Treasurer. A satisfactory report by the Membership Committee shall empower the Secretary-Treasurer to carry the person on the membership roster, so long as he remains in good standing as provided in the following Section.

Section 3 - Active membership dues shall be five dollars ($5.00) per fiscal year — as provided in Article X, Section 5 — payable to the Secretary-Treasurer upon official notification by him. Members delinquent in their annual dues for a period of one (1) year shall be dropped from the rolls; reinstatement consists of paying the annual current dues.

Section 4 - Honorary Life membership may be conferred upon Active members or former Active members by a two-thirds (2/3) affirmative vote at a regular business meeting. Honorary life members shall enjoy all the rights and privileges of active members except the payment of dues.

ARTICLE II - EXECUTIVE COUNCIL

Section 1 - The Executive Council shall consist of the President, President-Elect, the immediate Past President, the Secretary-Treasurer, one (1) Member-at-Large, and all elected Section Chairmen as provided in Articles III, IV, and V below. All members of the Executive Council shall have equal voting powers.

Section 2 - The Executive Council shall manage the general affairs of the ASSOCIATION, except as hereinafter specified. These general affairs shall consist of: (a) fulfilling directives given to it by the membership at the annual business meeting, or by mail vote; (b) presenting matters of policy to the membership at the annual business meeting, or by mail vote, for adoption or ratification; (c) acting for the ASSOCIATION between annual meetings; and (d) maintaining an active professional program throughout the year.

ARTICLE III - OFFICERS AND DUTIES

Section 1 - Officers of the ASSOCIATION shall consist of the President, President-Elect, and Secretary-Treasurer.

Section 2 - The President shall preside at all ASSOCIATION and Executive Council meetings, and appoint all committees as prescribed in Article VIII. He shall call and make appropriate arrangements for the place and conduct of all meetings of the ASSOCIATION and Executive Council as provided in Article VI. He shall supervise the program planning for all ASSOCIATION meetings as provided in Section 3 below. He shall provide for an annual audit of the Secretary-Treasurer's accounts as provided in Section 4 below. He shall serve as an ex-officio member of all committees as provided in Article VIII.

Section 3 - The President-Elect shall, during the absence of the President, perform all duties of the President and, if the office of the President becomes vacant, the President-Elect shall succeed to the presidency for the unexpired term. The President-Elect shall succeed to the presidency at the normal expiration of the President's term of office as provided in Article IV. The President-Elect shall plan the ASSOCIATION program for its regular annual meeting, under the supervision of the President as stipulated in Section 2 above.

Section 4 - The Secretary-Treasurer shall perform all duties usually incumbent upon these offices, edit and cause to be published the Proceedings of the annual meeting and other publications, in accordance with Article IX, collect dues, pay ASSOCIATION bills on approval by the President, assume general charge of all monies belonging to the ASSOCIATION, render a financial account to members at the annual business meeting, and conduct mail voting procedures as authorized by the President. The Secretary-Treasurer shall be bonded by the ASSOCIATION to the sum of one thousand dollars ($1000.00) per annum. He shall receive the sum of three hundred dollars ($300.00) per year for clerical and other services, if funds permit as determined by the Executive Council.

ARTICLE IV - ELECTION OF OFFICERS AND THE COUNCIL MEMBER-AT-LARGE

Section 1 - Officers and the Council Member-at-Large shall be elected by the membership at the annual business meeting. A Nominating Committee, consisting of three members, shall be appointed by the President at least three (3) months preceding the annual business meeting at which officers and the Council Member-at-Large are to be elected. The Nominating Committee shall prepare a slate of at least three (3) names for the office of President-Elect and Council Member-at-Large. If the Nominating Committee desires it may submit only the name of the incumbent Secretary-Treasurer for re-election. Additional nominations may be made from the floor at the annual business meeting. A majority vote, with a quorum present, shall be required for elec-

tion: if no candidate receives a majority on the first ballot, the two candidates receiving the highest number of votes shall then be voted upon. Elections shall be by secret ballot.

Section 2 - Officers and the Council Member-at-Large shall be elected for one (1) year, extending from the close of the annual meeting at which they are elected to the close of the next annual meeting at which their successors are elected. If for some unusual reason a quorum be not present at the election of officers — as provided in Article VII, Section 1 — the incumbent officer and Council Member-at-Large shall remain in their respective positions for the ensuing year.

Section 3 - The President, President-Elect, and Council Member-at-Large shall not immediately succeed themselves in the same office, except as specified in Section 2 above. The Secretary-Treasurer may be reelected from year to year at the pleasure of the membership.

Section 4 - Vacancies, except as provided in Article III, Section 3, shall be filled by the Executive Council pending the regular election.

ARTICLE V - WESTERN DIVISION

Section 1 - The Western Division will be represented on the Executive Council only as its members might be elected to it (Executive Council) in the regular course of events as College Physical Education Association members.

Section 2 - The Western Division shall have one session at the College Physical Education Association meeting whenever it is held in any of the eleven western states, in place of their regular annual meeting, and the president of the Western Division shall be responsible to the president-elect of the College Physical Education Association for this program just as any section chairman is responsible to him for his program.

Section 3 - The purposes of the Western Division shall be consistent with the purposes of the College Physical Education Association as stipulated in Article II of its constitution.

ARTICLE VI - SECTIONS

Section 1 - The ASSOCIATION may establish sections within its organizational structure to promote the activities of professional interest groups. Examples are: basic instructional programs; intramural athletics; teacher education; intercollegiate athletics; research; and others.

Section 2 - The membership may authorize the establishment of any given section at a regular business meeting by a majority vote upon written application by twenty-five (25) current members stating the purpose and function of the proposed section and upon recommendation by the Executive Council — provided a quorum takes action as prescribed in Article VII.

Section 3 - Each section shall elect its own officers consisting of a Chairman, Chairman Elect, and Secretary at the annual section meeting. A Nominating Committee consisting of three (3) section members shall be appointed by the Chairman at least three months preceding the annual section meeting at which the section officers will be elected. The Nominating Committee shall prepare a slate of two (2) names for each office. Additional nominations may be made from the floor. A majority vote shall be required for election. If there are more than two (2) candidates and no candidate receives a

majority on the first ballot, the two candidates receiving the highest number of votes shall then be voted upon. Elections shall be by secret ballot.

Section 4 - Section officers shall be elected for one year, extending from the close of the meeting at which they were elected to the close of the next annual meeting at which their successors are elected. Section officers shall not immediately succeed themselves in the same office.

Section 5 - The Chairman shall preside at all section meetings which shall be open to the entire ASSOCIATION membership. He shall supervise the program planning for all section meetings held during the annual meetings of the ASSOCIATION. He shall also be responsible for pursuing professional activities throughout the year which are pertinent to the interests of the section. He shall be responsible for the conduct of section activities in a manner consistent with the intent and stated provision of the ASSOCIATION'S Constitution and By-Laws. By virtue of his office as Section Chairman, he shall serve as a member of the Executive Council of the ASSOCIATION.

Section 6 - The Chairman-Elect, during the absence of the Chairman, shall perform all the duties of the Chairman, and, if the office of the Chairman becomes vacant, the Chairman-Elect shall succeed to the chairmanship for the unexpired term. The Chairman-Elect shall succeed to the Chairmanship at the normal expiration of the Chairman's term of office. The Chairman-Elect shall plan the section program for its regular annual meetings under the supervision of the Chairman as stipulated in Section V above.

Section 7 - The Secretary shall keep minutes of all business transactions at section meetings. These minutes shall be passed along to each succeeding Secretary, in order that the continuity of section activity may be maintained. He shall be responsible for forwarding all papers and reports given at section meetings to the Secretary-Treasurer of the ASSOCIATION for consideration for publication in the PROCEEDINGS.

Section 8 - The ASSOCIATION may abolish a given section at a regular business meeting by a two-thirds (2/3) majority vote provided a quorum takes action as prescribed in Article VII.

ARTICLE VII - MEETINGS

Section 1 - The ASSOCIATION and its Executive Council shall each hold at least one annual meeting at the time and place designated by the Executive Council.

Section 2 - Special meetings of the ASSOCIATION and/or the Executive Council may be called by the President upon authorization by the Executive Council.

ARTICLE VIII - QUORUM

Section 1 - A quorum to conduct ASSOCIATION business at its regular annual meeting, or by mail vote, shall consist of not less than fifteen per cent (15%) of the current membership. No mail vote shall be valid after thirty (30) days from the date upon which the question was mailed by the Secretary-Treasurer to the members for action.

Section 2 - A quorum of the Executive Council shall consist of at least three-fifths (3/5) of the members, including the President, or the President-Elect duly authorized by the President to act for him.

ARTICLE IX - COMMITTEES

Section 1 - Committees shall be designated as President's Committees, Continuing Committees, Standing Committees, and Joint Committees.

Section 2 - President's Committee shall be appointed by the President and expire with his term of office.

Section 3 - Continuing Committees shall be authorized by the membership at regular business meeting, or by mail vote. Continuing Committee members shall be appointed by the President and approved by the Executive Council. A continuing Committee is one whose assignment extends beyond the term of office for which the President is elected, but which deals with a specific project or problem of terminal nature. Such committees shall continue until discharged by official action of the membership at a regular business meeting, or by mail vote.

Section 4 - Standing Committees shall be authorized by the membership at a regular business meeting, or by mail vote. Standing Committee members shall be appointed by the President and approved by the Executive Council. A Standing Committee is one assigned a given task which, of necessity, extends indefinitely. Such committees shall follow the policy of rotating membership and number of members as determined by the Executive Council, with no person appointed for a period to exceed three (3) consecutive years. Standing Committees presently authorized by the ASSOCIATION are: Constitution; Finance; Foreign Relations; Historical Records; Membership; Necrology; Resolution; Nominations; Convention Program; Policies; and Public Relations.

Section 5 - Joint Committees shall be authorized by the Executive Council and appointed by the President. A Joint Committee is one that deals with a specific project or problem in cooperative relationships with one or more other associations or organizations.

Section 6 - Each Continuing Committee and Standing Committee shall prepare an operating code which is to be approved by the Executive Council.

Section 7 - All committees shall report at each annual meeting as determined by the Executive Council.

ARTICLE X - PUBLICATIONS

Section 1 - The official publication of the Association is the Proceedings which contains a record of activities carried on throughout the year, culminating in the annual meeting.

Section 2 - The Secretary-Treasurer shall be responsible for editing and publishing the Proceedings as soon as practicable after each annual meeting, and for the distribution of free copies to all members in good standing.

Section 3 - The Secretary-Treasurer shall arrange for the publication and distribution of such other materials as the Executive Council may direct.

ARTICLE XI - FINANCE

Section 1 - Monies obtained by the ASSOCIATION shall be allocated to the: (a) operating budget; or (b) permanent fund.

Section 2 - The operating budget shall contain those funds deemed necessary by the Executive Council to carry on the work of the ASSOCIATION throughout the fiscal year, including the annual meeting.

Section 3 - The permanent fund represents those monies that accumulate from time to time in excess of the operating budget. The Secretary-Treasurer shall invest these sums upon recommendation by the Finance Committee (as defined in the following Section) and as approved by the Executive Council.

Section 4 - A standing committee, known as the Finance Committee and conducting its affairs under the direction of the Executive Council, shall: (a) prepare annually the operating budget; and (b) make recommendations to the Executive Council on the investment of surplus funds.

Section 5 - The fiscal year shall extend from December 1, to November 30.

ARTICLE XII - RULES OF ORDER

Section 1 - Except as otherwise specified in this Constitution and By-Laws, Robert's Rules of Order shall govern all parliamentary procedure of the ASSOCIATION.

Section 2 - The President shall appoint a qualified parliamentarian to serve at all official meetings of the ASSOCIATION and Executive Council.

ARTICLE XIII - AMENDMENTS

Section 1 - These By-Laws may be amended at any regular or special meeting of the ASSOCIATION, or by mail vote. A favorable vote of two-thirds (2/3) of the members present at a regular or special business meeting, or a majority of the current membership by mail vote, shall be required for amendment: no mail vote shall be valid beyond thirty (30) days after official notification. In either case (regular or special meeting) a quorum must take action as provided in Article VII.